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ALTERNATIVE TEACHER CERTIFICATION:

A STATE-BY-STATE ANALYSIS 1990

C. Emily Feistritzer

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Arizona 134
Arkansas 134
California 135
Colorado 136
Connecticut 136
Delaware 137
District of Columbia 137
Florida 138
Georgia 139
Hawaii 141
Idaho 141
Illinois 142
Indiana 142
Iowa 143
Kansas 143
Kentucky 144
Louisiana 144
Maine 145
Maryland 145
Massachusetts 146
Michigan 147
Minnesota 147
Mississippi 148
Missouri 148
Montana 149
Nebraska 149
Nevada 150
New Hampshire 150
New Jersey 151
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North Carolina 152
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INTRODUCTION

Alternative teacher certification has become a much debated topic in American education in recent years. Some see it as a way to bring bright, educated, life-experienced, eager adults into the teacher profession. Others see it as downgrading teaching. Some have even called alternative teacher certification routes "scab programs." A few see it as downright imperative in light of the demographic changes taking place in this society.

Whatever the point of view, however, considerable attention is currently focused on alternative routes for certifying or licensing teachers.

Given the mounting interest in alternative teacher certification and the considerable confusion surrounding alternative routes, the National Center for Education Information (NCEI) determined that a compilation -- of what states are in fact doing to respond to the growing numbers of persons who already have at least a bachelor's degree and want to obtain a license to teach -- would be very useful, to a wide range of audiences: policy-makers at federal, state and local levels; State Departments of Education which would like to know what other states are doing; teacher educators; teachers and prospective teachers; and the public in general. The result of this effort is this report, ALTERNATIVE TEACHER CERTIFICATION: A State-by-State Analysis 1990.

In the United States, the authority for licensing teachers lies with each state. In most states, the usual route by which one obtains a license to teach is through completion, at a college or university in the state, of a teacher education program that has been approved by the State Department of Education. Until very recently, most of these "approved programs" were at the undergraduate level.

It was not until the state of New Jersey established its highly publicized alternative program in 1984, that alternative teacher certification became a serious issue and hotly contested topic in American education.

The National Center for Education Information, in polling each of the 50 states and the District of Columbia since 1983 regarding teacher certification, has asked

officials to: "Check the statement which describes your state's status concerning alternatives to approved college teacher preparation programs for certifying teachers.

( ) Considering alternatives

( ) Have already proposed alternatives

( ) Implementing alternatives

( ) Not even considering alternatives."

In 1983, eight states checked "Implementing alternatives." This year, in January 1990, 33 states said they were implementing alternatives to their approved college teacher education program route.

What actually are these alternative routes? Who do they serve? What is required to get into one? What is required to get through one? What are their program components? Who operates them?

To obtain this information, NCEI -- in its 1990 survey of the state offices of teacher education and certification in each of the 50 states and the District of Columbia -- asked questions about the status of alternative teacher certification in each state, other types of certificates they issue, and the number of certificates issued in each of the last five years. We also asked the states to submit actual descriptions of their programs . Specifically, states were asked to send:

> "(1) The forms or other printed materials you send to persons who contact your state inquiring about obtaining a credential to teach in your state.
>
> and/or
>
> (2) The regulations or other documents which authorize and/or describe the requirements for your licensing program for adults with at least a bachelor's degree but no education courses who are seeking to obtain a credential to teach in your state."

NCEI was able to obtain descriptions from each state of what the state offers to persons who already have at least a bachelor's degree but no -- or very few -- education courses who want to obtain a license to teach.

Several NCEI staff and consultants, after careful examination of these documents, developed an outline that was used to describe each of the programs.

These program descriptions -- as well as data about numbers of teaching certificates issued by type in each of the last five years, submitted by the states -- were sent back to the states for review. Revisions were then made, and the final descriptions of the programs in each state form the bulk of this document.

In addition, there are tables and lists that summarize information concerning

certification of teachers and types of certification programs offered, including requirements for entry.

The state-by-state analysis of requirements for entry into alternative teacher certification programs in the 33 states that report they are currently implementing alternative routes and the descriptions of program requirements reveal enormous variation in alternative routes for certifying teachers in the states.

Some states have designed new programs that are available only if there is a shortage of traditionally certified teachers. Other states have designed alternative certification programs only for secondary teachers. Others have allowed the institutions of higher education in their state to design alternatives to their college approved teacher education programs. A few states use transcript analysis -- that is, they make a determination concerning certification on the basis of a review of college transcripts and resumes of applicants. Several states have combinations of two or more of the above. One state requires that an applicant to its alternative certification route have five years prior teaching experience.

Very few states have actually designed a certification path specifically for the growing market of adults who already have at least a bachelor's degree and no (or little) formal training in professional education courses and want to teach.

In order to make this compilation useful, as well as informative, NCEI developed a set of categories for classifying alternative routes for certifying teachers in the United States:

CATEGORY I. State-designed alternative teacher certification programs available in all fields at all grade levels.

These states have designed a certification program to meet market demand, that is, to meet the professional education needs of the growing numbers of persons who already have at least a bachelor's degree, many of whom have successful experience in other fields, who want to obtain a license to teach. Programs in this category, mandated and designed at the state level, are available in all subject areas across all grade levels and are not tied to shortages of traditionally certified teachers.

CATEGORY II. States that have alternative teacher certification programs available only at the secondary level.

CATEGORY III. States that have designed alternative certification programs available only if there is a shortage of traditionally certified teachers.

CATEGORY IV: States that have designed alternative certification programs available only if there is a shortage of traditionally certified teachers at the secondary level.

CATEGORY V: States that have alternative teacher certification programs in which the institutions of higher education in the state that have major responsibility for the design and/or implementation of such programs.

CATEGORY VI: States that utilize transcript analysis, interview of other means to ascertain whether or not one can be issued a license to teach in the state.

Then there is a section that includes descriptions of all the other certification programs that the states use for persons who already have a bachelor's degree.

Many people made this project possible. I would like, first of all, to thank Richard T. LaPointe, Director of the U.S. Department of Education's Fund for the Improvement and Reform of Schools and Teaching (FIRST) Office, which funded this project under the Secretary's Fund for Innovation in Education Program, and to Shirley Steele, my program officer for the project. Secondly, my deepest appreciation goes to the many people in every state department of education who answered our questions, who put up with our numerous phone calls, faxes and mailings and came through with the information that makes this report so valuable. My deepest gratitude goes to David Chester, Stafford Metz and Richard Mastain who pored over data and documents for months, asked the tough questions, and helped design a format that would make sense of it all. I am especially grateful to David whose patience and persistence in calling the states over and over again to get missing information and to clarify what we already had enabled us to tell this current and complete story of alternative teacher certification in the United States.

Emily Feistritzer
Washington, D. C.

June 11, 1990

STATUS OF STATES REGARDING ALTERNATIVE ROUTES FOR CERTIFYING TEACHERS

STATE	Considering	Proposed	Implementing	Not Considering
ALABAMA			X	
ALASKA				X
ARIZONA			X	
ARKANSAS			X	
CALIFORNIA			X	
COLORADO			X	
CONNECTICUT			X	
DELAWARE	X			
D.C.	X			
FLORIDA			X	
GEORGIA			X	
HAWAII			X	
IDAHO			X	
ILLINOIS	X			
INDIANA	X			
IOWA	X			
KANSAS	X			
KENTUCKY			X	
LOUISIANA			X	
MAINE			X	
MARYLAND			X	
MASSACHUSETTS			X	
MICHIGAN	X			
MINNESOTA	X			
MISSISSIPPI			X	
MISSOURI			X	
MONTANA	X			
NEBRASKA			X	
NEVADA		X		
NEW HAMPSHIRE			X	
NEW JERSEY			X	
NEW MEXICO			X	
NEW YORK			X	
NORTH CAROLINA			X	
NORTH DAKOTA				X
OHIO			X	
OKLAHOMA			X	
OREGON			X	
PENNSYLVANIA			X	
RHODE ISLAND				X
SOUTH CAROLINA			X	
SOUTH DAKOTA	X			
TENNESSEE			X	
TEXAS			X	
UTAH		X		
VERMONT			X	
VIRGINIA			X	
WASHINGTON	X			
WEST VIRGINIA			X	
WISCONSIN	X			
WYOMING	X			

CATEGORY I - State-Designed Alternative Teacher Certification Programs Available in All Fields at All Grade Levels

Connecticut
New Jersey
Texas

CATEGORY II - Alternative Teacher Certification Programs Available Only at the Secondary Level

Arizona
Idaho
Louisiana
Ohio
Virginia

CATEGORY III - Alternative Teacher Certification Programs Available Only in Shortage Areas

Alabama
Arkansas
California (District Intern)
Georgia
Maine
New York (Temporary License)
Oregon
South Carolina

CATEGORY IV - Alternative Teacher Certification Programs Available Only in Shortage Areas at the Secondary Level

Hawaii
Missouri
Oklahoma

CATEGORY V - Alternative Teacher Certification Programs in Which Institutions of Higher Education in the State Have Major Responsibility

California (Intern Program)
Florida
Kentucky
Maryland
Mississippi
New Hampshire (Conversion Program)
New York (Internship Certificate)
Pennsylvania
Tennessee
West Virginia

Category VI - Alternative Programs Teacher Certification Programs Available Through Transcript Analysis, Interview or Other Means

Colorado
Maine
Massachusetts
Nebraska
New Hampshire (Demonstrated Competencies and Equivalent Experiences and Individual Professional Development Plan)
New Mexico
New York (Transcript Evaluation)
North Carolina
Vermont

REQUIREMENTS FOR ENTRY INTO ALTERNATIVE TEACHER CERTIFICATION PROGRAMS

State	B.A.	GPA	Test	Employment	Other
Alabama	Yes	2.5	State proficiency test	Yes	LEA requests Provisional certificate
Arizona	Yes	NS*	Ariz. Teacher Proficiency Exam. Basic skill component; State Board approved exam in each subject to be taught	Yes	Minimum of 30 hours in subject to be taught
Arkansas	Yes	2.75cum 3.0 in major	NTE Speciality Area or specially devised criterion-referenced test established by State Board of Ed.	Yes	Documented need and program commitment by school district
California - DI	Yes	NS	CBEST; subject area portion of NTE	Yes	Declaration from school district that fully certified teacher cannot be found
California - UI	Yes	NS	CBEST basic skills	Yes	Teacher's union must sign off on application; CTC must approve applicant
Colorado	Yes	2.5	75th percentile on professional knowledge section of NTE	Yes	Five years prior teaching experience
Connecticut	Yes	3.0	CONNCEPT (state-mandated basic skills test); registration to take CONNTENT (state-mandated subject area exam)	No	Experience with children in age group one wishes to teach
Florida	Yes	2.5	Professional Ed Subtest of Florida Teacher Certification Exam; College Level Academic Skills Test (CLAST); subject area exam for each subject shown on certificate	Yes	Meet specialized requirements in subject in which Florida offers certification.
Georgia - CFS	Yes	2.5	NS	Yes	BA in math, science or foreign language
Georgia - SSEF	Yes	2.5	NS	NS	BA in specific specialities of special education
Hawaii	Yes	2.75	NS	No	For secondary school math and science only -- Ba in math or science

NS – Not specified

REQUIREMENTS FOR ENTRY INTO ALTERNATIVE TEACHER CERTIFICATION PROGRAMS

State	B.A.	GPA	Test	Employment	Other
Idaho	Yes	2.5	Communication Skills and General Knowledge portions of NTE Core Battery	Yes	For secondary only; completed BA at least five years previously; major or equivalent in field in which certification is sought
Kentucky	--	--	--	--	--
Louisiana	Yes	2.5	NS	NS	
Maine	Yes	NS	Communication Skills and General Knowledge components of NTE Core Battery	Yes	LEA has actively sought to employ a Provisional or Professional certificate holder for the subject, but has been unable to do so
Maryland	Yes	NS	NS	NS	Requirements set by participating IHEs who design programs meeting 20 guidelines set my State.
Massachusetts-CRP	Yes	NS	No	No	Minimum five years full-time -- or equivalent part-time -- professional experience relevant to certification standards
Massachusetts - ATP	Yes	NS	No	Yes	at least 30 semester hours in teaching field
Mississippi	Yes	NS	at or above 51st percentile on each part of Core Battery and Specialty Area of NTE	Yes	
Missouri	Yes	2.5 cum and in major	No	Yes	five years employment during which content of bachelor's degree major is significantly applied; structured interview by teacher education institution; enter into a 4-party contract with IHE, LEA, and State Department
Nebraska	NS	NS	Pre-Professional Skills Test	Yes	LEA requests issuance of the certificate; LEA and individual sign and submit to State agreement that individual will meet all requirements for a regular teaching certificate; Certification official at IHE submits for indicating individual has completed 50 percent of coursework for elementary endorsement, 75 percent for a subject field, has embarked on a program leading toward a Pre-Standard Teaching Certificate and meets the approval of the IHE

NS – Not specified

REQUIREMENTS FOR ENTRY INTO ALTERNATIVE TEACHER CERTIFICATION PROGRAMS

State	B.A.	GPA	Test	Employment	Other
New Hampshire - CP	Yes	NS	NS	No	Transcript evaluation by IHE -- No more than 1/3 of total work required may be satisfied by life experience
New Hampshire - DCEE	Yes	NS	written and verbal test showing same level of competencies required of beginning teacher who has been through a teacher education program	No	half-day verbal interview by three board examiners -- state officer and two subject area specialists
New Jersey	Yes	NS	Speciality Area test of NTE for certification in subject teaching field; NTE General Knowledge test of Core Battery for elementary and or/ nursery certification	Yes	Candidate receives Statement of Eligibility, which provides opportunity for candidates to seek employment through Provisional Teacher Program.
New Mexico	Yes	NS	NS	Yes	LEA submits proposal listing individual's qualifications, how he/she will be evaluated and how often, how supervised and by whom.. Proposal for alternative licensure program shall be collaborative effort of local school board, colleges and universities and SEA and may include business and other appropriate agencies. Proposal lists
New York - TL	Yes	NS	NS	Yes	Request must come from school superintendent
New York - IC	Yes	NS	NS	Yes	Individual applies for admission in an approved master's degree program; college applies for issuance of intern certificate
North Carolina	NS	NS	NTE Speciality Area Exam	Yes	Joint application by individual and employing school district; applicant may still have some minor deficiency or technical requirement to be satisfied in meeting major degree requirements -- shortage may not exceed six semester hours and must be satisfied prior to beginning of following fiscal year
Ohio	Yes	NS	General Knowledge and subject content portions of NTE	Yes	Secondary only; major in subject to be taught; three years related work experience in subject

NS – Not specified

REQUIREMENTS FOR ENTRY INTO ALTERNATIVE TEACHER CERTIFICATION PROGRAMS

State	B.A.	GPA	Test	Employment	Other
Oklahoma	Yes	NS	Teacher certification tests in teaching field	Yes	Shortage areas only; fulfill admission requirements for teacher education program at IHE; plan for meeting minimum standards for standard certificate
Oklahoma - M,S,FL	Yes	NS	Curriculum exam(s) in area of specialization for which certification is sought	Yes	Major in math, science or foreign language; have never been denied admittance to a teacher ed program, nor have entered and subsequently failed to successfully ; meet the requirements of such a program; have been admitted to an approved teacher education program with a plan on file for meeting standard certification requirements within 5 years; have completed, or is enrolled in 6 semester hours of professional education courses; have 5 years work experience outside of education, related to subject area of specialization
Oregon	Yes	NS	Specialty Area Test of NTE	Yes	Shortage; applicant has not previously held a teaching certificate or been enrolled in a teacher preparation program; joint application from prospective teacher and school board or superintendent; major or minor of at least 20 semester hours related to certification endorsement
Pennsylvania	Yes	NS	Basic Skills, General Knowledge I and specialization test of PTCTP	No	Accepted by approved IHE after preadmission screening; IHE determines when prepared to enter classroom
South Carolina	Yes	NS	NTE	Yes	Shortage area deemed critical by State Board of Education
Tennessee	Yes	NS	NS	Yes	Minimum of 6 quarter hours or 4 semester hours of professional education coursework, as well as content coursework for any secondary area of endorsement; not available to all areas of endorsement -- K-3, Special Education, Special Teacher of Reading, Trade Shop, Vocational Agriculture, Vocational Home Economics, and Vocational Office Education excluded

REQUIREMENTS FOR ENTRY INTO ALTERNATIVE TEACHER CERTIFICATION PROGRAMS

State	B.A.	GPA	Test	Employment	Other
Texas	Yes	2.5 cum. and in subject	State-mandated basic skills tests or equivalent	Yes	Must not hold a teaching certificate or be a graduate of a teacher education program; appropriate semester hours in subject or combination of subjects to be taught; intern seeking elementary must complete 3 semester hours of reading; those seeking English as a Second Language (ESL) certificate must give evidence of oral and written language
Vermont	Yes	NS	NS	No	License by the Standards Board for Professional Educators. Evaluation conducted by a peer review panel, with members including an IHE faculty member, and licensed teachers who have experience in the same specialty.
Virginia	Yes	NS	NS	Yes	Secondary; application and supporting materials submitted to State by employing school division or private school; 2-year provisional certificate issued upon employment for any one of following reasons: 1) teacher has not earned 6 semester hours in last 5 years; 2) seeking Voc Ed Certificate; 3) meets endorsement area requirements but fails to meet all general and professional studies requirements; 4) needs to complete provisional period of 2 years successful performance in classroom required of all beginning teachers in Virginia
West Virginia	Yes	NS	State test	Yes	Enrollment in an approved IHE program; SEA and LEA must have agreements to provide on-site, systematic and regular supervision of intern; LEA must agree to intern's placement

NS – Not specified

NUMBER OF CERTIFCATES ISSUED BY TYPE

	No. Certificates to Persons Who've Completed College Approved Program					Emergency Certificates					Alternate Route					Other				
STATE	1989	1988	1987	1986	1985	1989	1988	1987	1986	1985	1989	1988	1987	1986	1985	1989	1988	1987	1986	1985
Alabama	7,855	5,367	N/A	4,888	4,127	283	285	N/A	322	297	222	74	N/A	N/A	N/A	3,045	2,329	n/a	2,529	2,229
Alaska	7,000	6,500	6,500	6,000	6,000	29	25	18	15	20										
Arizona											3									
Arkansas	3,000	2,611	2,078	1,680	1,058						10	11	N/A	N/A	N/A	40	40	25	20	20
California	20,000	13,809	11,819	10,072	9,562	2,000	N/A	N/A	N/A	N/A	395 Distr. Interns, 704 Univ. Interns, 1 Eminence, 56 Soujourns in 1989									
Colorado	5,340	5,947	6,369	5,363	5,146	--	--	--	--	--	50	50	50	50	50					
Connecticut	11,553	10,046	9,492	9,039	8,528	--	--	--	--	--	100	100	--	--	--					
Delaware	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
D.C.	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	175	100	43	--	--
Florida	5,000	5,000	5,000	5,000	5,000	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Georgia	6,664	5,135	4,541	3,567	N/A	1,041	435	121	521	N/A						2,947	2,794	2,593	2,641	N/A
Hawaii	2,200	2,700	1,600	1,500	--	--	--	--	--	--	8	9	16	14	25					
Idaho	4,284	4,860	5,432	5,417	5,089	--	--	--	--	--	New in 1990									
Illinois	--	6,736	5,483	5,158	5,480	--	--	--	--	--										

NUMBER OF CERTIFCATES ISSUED BY TYPE

STATE	No. Certificates to Persons Who've Completed College Approved Program					Emergency Certificates					Alternate Route					Other				
	1989	1988	1987	1986	1985	1989	1988	1987	1986	1985	1989	1988	1987	1986	1985	1989	1988	1987	1986	1985
Indiana	3,300	5,350	3,621	5,185	6,856	--	745	905	873	726										
Iowa	4,000	4,000	4,100	4,250	4,130	--	--	--	--	--										
Kansas	4,088	3,808	3,589	3,886	3,822	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Kentucky	7,000	6,800	6,500	6,200	6,000	--	--	--	--	--	New									
Louisiana--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Maine	400															300				
Maryland	1,357	1,265	1,262	1,072	1,024						57	45	25	23	8	482	555	454		
Massachusetts	9,133	6,880	--	5,076	3,075						~10% of total in 1989					~45% of total in 1989				
Michigan	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Minnesota	4,769	5,575	4,510	4,627	5,110	90	218	100	162	--										
Mississipp	1,987	1,949	1,936	1,997	1,806						199	201	160	40	--					
Missouri	3,200	2,750	2,400	2,175	2,200	0	0	0	0	0	New				0	0	0	0	0	
Montana--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Nebraska--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Nevada	1,500	1,000	700	--	--															
New Hampshire	2,031	2,092	1,645	--	--	72	132	114	--	--	292	381	356	--	--	196	214	152	--	--

NUMBER OF CERTIFCATES ISSUED BY TYPE

STATE	No. Certificates to Persons Who've Completed College Approved Program					Emergency Certificates					Alternate Route					Other				
	1989	1988	1987	1986	1985	1989	1988	1987	1986	1985	1989	1988	1987	1986	1985	1989	1988	1987	1986	1985
New Jersey	3,538	2,585	2,988	2,595	2,939	0	0	0	0	0	511/474349/397312/148188/106110/--					0	0	0	0	0
New Mexico	1,500					--	1,373	524	826	616	--	9								
New York	7,855	7,487	7,558	6,820	6,081	1,500	1,599	1,587	739	865	--	--	--	--	--	8,260	8,174	7,660	6,389	5,192
North Carolina	2,509	2,143	2,090	3,034	2,135						540	--	140	140	--					
North Dakota	1,050	1,000	1,000	950	700	5	2	4	5	4										
Ohio	7,300	6,600	5,850	5,300	5,400															
Oklahoma	22,510	21,883	18,934	24,453	19,418	231	398	373	501	633	1	2	3	--	--					
Oregon	4,000	3,750	3,500	3,000	2,500	100	100	100	0	0	1	2	0	0	0					
Pennsylvania	--	6,009	8,397	7,726	7,132	2,682	4,522	3,429	2,935	3,135	1,198 Intern certs since 1982									
Rhode Island	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
South Carolina	3,386	3,173	3,319	3,576	3,018						38	35	60	135	62	169	194	211	180	135
South Dakota	~1,100	~1,100	~1,100	~1,100	~1,100										10-20		400	400		
Tennessee	11,630	11,636	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	
Texas	5,389	3,902	4,922	5,751	7,651	3,275	2,304	2,033	2,323	2,164	1,032	793	575	--	--					
Utah	2,066	2,107	1,870	1,985	2,161	611	313	312	171	215										

NUMBER OF CERTIFCATES ISSUED BY TYPE

STATE	No. Certificates to Persons Who've Completed College Approved Program					Emergency Certificates					Alternate Route					Other				
	1989	1988	1987	1986	1985	1989	1988	1987	1986	1985	1989	1988	1987	1986	1985	1989	1988	1987	1986	1985
Vermont	550	487	360	397	303						~20	~20	~20	~20	~20	~25+73	~25+84	~25+55	~25+48	~25+16
Virginia	228	230	290	371	--						645	458	314	--	--					
Washington	2,544	2,596	2,081	2,246	2,194	6	38	31	73	79						383	414	398	415	382
West Virginia	--	1,499	1,912	--	1,338	1,365	1,404	1,330	1,441	1,324										
Wisconsin	8,066	7,613	7,280	7,089	9,203	110	93	117	108	88										
Wyoming	3,637	3,595	4,168	3,600	--	0	0	0	0	0										

CATEGORY I

State-Designed Alternative Teacher Certification Programs Available in All Subject Areas at All Levels

STATE: Connecticut

TITLE: Alternate Route to Teacher Certification

HISTORY:

Created in 1986 as part of the Connecticut Education Enhancement Act. The first 100 candidates began the program July 1, 1988.

MOTIVATION:

"An innovative and exciting program to attract talented individuals from fields outside of education into teaching. . . . The program is intended for professionals from diverse fields such as industry, government, the military or human services who wish to change careers. It also enrolls recent liberal arts graduates with outstanding academic credentials, and those wanting to re-enter the workforce who have remained current in their fields. Individuals who have taught part-time, or who have worked as substitutes or as independent school teachers, also are encouraged to apply."

SUBJECT AREAS/GRADE LEVELS COVERED:

Upper elementary grades 4 - 8 to prepare candidates to teach primarily in self-contained classrooms.

Secondary grades 7 - 12 to teach specific subject areas. In 1990, the subject areas are: art, English, foreign language, history/social studies, mathematics, music and science (biology, chemistry, earth science, general science, and physics).

WHO OPERATES:

The summer portion of the Alternate Route is conducted by the Institute for Effective Teaching, an arm of the Board of Governors for Higher Education and the Department of Higher Education.

REQUIREMENTS TO ENTER:

Minimum of a bachelor's degree from an accredited institution with a major in, or closely related to, the intended teaching field. Prospective elementary school teachers must have a broad academic background. Prospective secondary school teachers must have the semester hours required for certification in their subject areas.

A minimum grade point average of "B" (3.00 on a 4.00 scale) in undergraduate studies, or the same average in at least 24 semester hours of graduate study.

A passing score on CONNCEPT (a state-mandated basic skills exam) or a waiver.

Evidence of registration to take CONNTENT (a state-mandated subject matter exam) if applicable to the subject area.

Experience with children in the age group the individual wishes to teach.

Completed application, including essay, references, and official transcripts.

PROGRAM DESCRIPTION:

The individual must complete the full requirements for a beginning teacher -- the same as required for teacher education graduates.

The basic skills test (CONNCEPT) is required, but may be waived based on performance on the SAT, ACT, or the Prueba de Aptitud Academica (PAA).

Scores on Connecticut's subject matter test (CONNTENT), which uses the NTE Specialty Area Tests as its content exam.

Individuals go through screening.

In the summer prior to the first school year, the individual participates in the "Institute for Effective Teaching" -- an intensive eight-week course sponsored by the State Department of Higher Education and conducted at Wesleyan University, because of its central location. Southern Connecticut University is also planning to offer such an institute.

The state issues the individual a certificate valid for 90 days -- one-half school year.

The individual finds employment with a local school district.

When the individual is employed, the school district must verify that it will provide him/her with on-going training, support, and mentoring.

The individual must also participate in the Beginning Educators Support and Training-(BEST) Program, which is required of all beginning teachers during their first year -- for two years for holders of alternative certificates. A mentor is assigned to each beginning teacher in this program.

The school district requests a second 90-day certificate if it wants the individual to continue teaching.

Successful completion of the two-year program leads to issuance of a full teaching certificate.

NO. OF CREDIT HOURS TO COMPLETE: Not specified.

WHO EVALUATES: State screens for the Institute; the LEA decides whether the participant continues teaching.

LENGTH OF TIME: Two years.

STATE: New Jersey

TITLE: Provisional Teacher Program

HISTORY: Adopted by the State Board of Education in Sept. 1984.

MOTIVATION:

To provide an alternate route for applicants who have not completed professional education in a traditional teacher training program.

"The point of the alternate is to put stronger teachers in classrooms."

New Jersey actively recruits "potential teaching talent" and assists persons who get a "Statement of Eligibility" to find a position in schools where vacancies exist.

GRADE LEVELS AND/OR SUBJECT AREAS COVERED:

All, except special education, vocational education, and bilingual and English as a second language; regulations approved by the State Board of Education stipulate that by 1991, all will be included except vocational education, which will be included in 1992.

WHO OPERATES:

State Department of Education, in conjunction with school districts and colleges of education.

REQUIREMENTS TO ENTER:

To be eligible for employment in a provisional teacher program, applicants must present completion of the following:

1. Bachelor's degree from an accredited institution.

2. For secondary candidates: a major in the subject teaching field (e.g. English, mathematics). For elementary and/or nursery candidates: a major in the liberal arts or sciences.

3. Test requirement -- Applicants for certification in a subject teaching field must pass the appropriate Specialty Area test of the NTE. Applicants for certification in elementary and/or nursery education must pass the NTE General Knowledge test of the Core Battery. Candidates in the following subject teaching fields available through the Alternate Route are exempt from the NTE: foreign languages other than French, German, and Spanish; earth science; health education; and psychology.

Upon completion of the three requirements, a candidate receives a Statement of Eligibility, which provides the opportunity for candidates to seek employment through the Provisional Teacher Program.

When offered employment, applicants are advised of documents required before a provisional certificate can be issued. A provisional certificate is required to legalize employment during the one-year Provisional Teacher Program.

PROGRAM DESCRIPTION:

Provisional teachers attend a program of formal instruction that takes place concurrently with employment during the first year. They also receive extensive on-the-job supervision, support, and evaluation provided by the professional support team organized by the school district.

Formal instruction consists of approximately 200 hours of study in essential professional knowledge and skills. It is presented after school or on Saturdays at a district-operated or state-operated training center. These centers are located throughout the state. An educational generalist, a behavioral scientist, a language arts specialist, and a technology specialist comprise the faculty who come from school districts, colleges and the private sector. The instructional focus is clinical, emphasizing the relationship between theory and classroom practice.

After successful completion of the program, provisional teachers are eligible for regular certification in the teaching area(s) listed in the Statement of Eligibility. Certificates are issued in subject teaching fields (N-12), and elementary education (N-8).

NO. OF CREDIT HOURS TO COMPLETE: Approximately 200 clock hours.

WHO EVALUATES:

Supervision and evaluation are provided by a professional support team, which must include the school principal and an experienced, certified teacher. A curriculum supervisor and a college faculty member may also be members of the team.

The supervision and support requirements involve the following:

1. An initial 20-day period under supervision of an experienced, certified teacher before the provisional teacher takes full charge of the classroom;

2. Weekly observations during the first 10 weeks after the provisional teacher takes charge of the classroom;

3. Monthly observations for the remaining five months of the school year.

The third and final evaluation is conducted after the provisional teacher has completed 30 weeks of full-time teaching with the complete responsibility for his or her classes (that is, 30 weeks after the completion of the initial 20 day supervised teaching experience).

This last evaluation will contain the principal's recommendation regarding certification. Recommendations for standard certification are made by the principal in consultation with the support team and are submitted for final action to the State Board of Examiners.

LENGTH OF TIME: One year.

STATE: Texas

TITLE: Alternative Teacher Certification

HISTORY:

First implemented in 1985 with single program in Houston school district.

The state currently has 16 programs, serving 166 school districts.

MOTIVATION:

Originally to alleviate shortages, but state legislation passed in 1989 eliminated that requirement.

GRADE LEVELS AND/OR SUBJECT AREAS COVERED:

K-6; 6-12; pre-K-6 bilingual/English as a second language (ESL); pre-K-12 ESL; pre-K-12 special education; 6-12 reading.

WHO OPERATES:

At present, each program involves a combination of three entities ---LEA, IHE, and regional education service center.

REQUIREMENTS TO ENTER:

The individual must:

Hold a bachelor's degree.

Have a grade point average of 2.5 overall and in subject to be taught.

Not hold a teaching certificate or be graduate of a teacher education program.

Attain acceptable scores on state-mandated basic skills tests -- in mathematics, reading, and writing -- or the equivalent as determined by the Commissioner of Education.

Have appropriate semester hours in a subject or combination of subjects to be taught and related to the certificate to be earned.

Prior to assignment as teacher of record, an intern seeking elementary certificate must complete 3 semester hours of reading.

Those seeking a Bilingual Education/English as a second language (ESL) certificate must give evidence of oral and written language before bilingual education assignment.

PROGRAM DESCRIPTION:

All programs are individually generated through a ground-up, collaborative process, involving the local school district, college, and education service center, in partnership. Participants from all three entities jointly generate the competencies necessary for teachers in the target certificate. Competencies generated cover those that would be included in traditional undergraduate programs, as well as those unique to local needs. Competencies are delivered by the partners most suited to the task, in coursework or contact hours, followed by a one-year internship.

During the one-year internship, the intern receives close support and assistance from a certified mentor teacher in an appropriate subject area on a regular basis.

The intern receives the full benefits of a classroom teacher, including credit toward the state career ladder.

There must be provision for the intern to observe the teaching of the supervising teacher.

The intern must complete any training in teaching methods and classroom management prescribed by the state, usually pre-assignment.

The internship leads to a full teaching certificate, identical to that received by a graduate of a teacher education program.

NO. OF CREDIT HOURS TO COMPLETE:

Individual certificate programs require varying amounts of additional coursework to meet unique competency requirements of each certificate.

WHO EVALUATES:

The school principal and a second appraiser, using state teacher appraisal system.

LENGTH OF TIME:

Probationary certificate valid for one year.

May be renewed for one additional year.

CATEGORY II

Alternative Teacher Certification Programs
Available Only at the Secondary Level

STATE: Arizona

TITLE: Alternative Secondary Certificate

HISTORY: Effective April 25, 1988.

MOTIVATION:

To increase the pool of qualified secondary teachers through an individualized certification program.

GRADE LEVELS AND/OR SUBJECT AREAS COVERED: Grades 7-12

WHO OPERATES: State

REQUIREMENTS TO ENTER:

- Verification of a State Board approved District Alternative Secondary Teacher Training Program. Must be verified in writing by appropriate Arizona Department of Education designee.

Bachelor's degree from a regionally accredited institution.

Arizona Teacher Proficiency Examination (ATPE), Basic Skills Component.

Major in each subject to be taught from a regionally accredited institution as verified by that institution OR a minimum of 30 semester hours in each subject to be taught, from a regionally accredited institution, and a passing score on a State Board approved examination in each subject area to be taught.

The local school district proposes the program in conjunction with a college and/or the state.

PROGRAM DESCRIPTION:

A training program is developed with training to be conducted in a college or in the local school district with assistance from the state staff.

The individual completes a three-phase program with an evaluation conducted at the end of each period, to determine whether he or she should proceed:

Phase 1 -- four weeks of training, with actual classroom observation and academic instruction;

Phase 2 -- 10 weeks of actual teaching in a classroom, under the direction of a supervising team; the teacher must be observed a minimum of one period per week;

Phase 3 -- 12 weeks, during which the teacher has full control of the classroom; the teacher must be observed a minimum of one period per month.

After completing the program, the individual can be recommended to the state for a regular certificate. If he/she holds a bachelor's degree, a Temporary Secondary Certificate is issued. It is valid for eight years, during which time the teacher must complete a master's degree or 40 semester hours beyond the baccalaureate level. If the individual already holds a master's degree, he/she is issued a Standard Certificate.

Upon completion of an Alternative Secondary Teacher Training Program, a passing score on the Professional Knowledge Component of the Arizona Teacher Proficiency Examination (ATPE) and payment of a fee, the person is eligible for a Temporary Secondary Certificate (TSC) which is valid for eight years and is non-renewable. The certificate holder must qualify for a Standard Secondary Certificate when the TSC expires.

The Standard Secondary Certificate (SSC) is the successor to the TSC, is valid for six years and is renewable.

To obtain, one must: qualify for the TSC; have a master's degree OR 40 semester hours of upper division/graduate credit beyond the bachelor's degree from a regionally accredited institution -- 10 semester hours may be State Board approved district in-service credit (15 classroom hours equal 1 semester hour of credit); and a fee must be paid.

During the initial year of certification, the following deficiencies must be satisfied:

-- Arizona Constitution (a college course or the approximate examination).

-- U.S. Constitution (a college course or the appropriate examination).

NO. OF CREDIT HOURS TO COMPLETE: Not specified

WHO EVALUATES: LEA and IHE when involved.

LENGTH OF TIME:

Initial 26-week period, followed by up to 8 years to complete a master's program or 40 semester hours beyond the baccalaureate level to obtain a Standard Certificate.

OTHER:

Very few of these programs have been created -- only three thus far -- and each has been tailor-made for an individual teacher. The state has been involved in one; the state and Northern Arizona University have been involved together in the other two.

STATE: Idaho

TITLE: Secondary Field Centered Teacher Training Program: An Alternate Route to Certification

HISTORY: Adopted by the State Board in February 1990.

MOTIVATION:

To provide an alternative for individuals to become certificated secondary teachers in Idaho without following a standard teacher education program.

GRADE LEVELS AND/OR SUBJECT AREAS COVERED: Secondary only.

WHO OPERATES:

Participating colleges and universities, the State Department of Education, and the employing local school district.

REQUIREMENTS TO ENTER:

A. Prior to application, the prospective trainee must:

1. Possess a baccalaureate or higher degree from an accredited college or university with a minimum grade point average of 2.5 on a 4.0 scale;

2. Have completed the degree at least five years previously;

3. Hold academic credits comparable with current major and/or minor requirements for secondary endorsement(s);

4. Receive passing scores on the Communication Skills and General Knowledge portions of the NTE Core Battery;

5. Meet all non-academic requirements of the State of Idaho.

B. Prior to admission, the applicant must:

1. Apply for a Teacher Trainee Certificate from the Office of Teacher Education and Certification;

2. Submit the required NTE scores to the certification office;

3. Submit the required documents to the Office of Teacher Education and Certification: application, application fee, official transcripts and three letters of recommendation;

4. Present the Teacher Trainee Certificate to potential employers and obtain a written statement from a school district declaring an intent to employ the applicant for the ensuing school year;

5. Submit the statement of intent to employ to the Office of Teacher Education and Certification.

PROGRAM DESCRIPTION:

The teacher trainee must attend, participate in and successfully complete an individualized two year teacher trainee program as one of the conditions to receive recommendation for a Standard Secondary Teaching Certificate.

A formal teacher trainee plan will be developed by a consortium composed of the mentor teacher, a representative of the school district, a representative of the Office of Teacher Education and Certification, and a representative of the participating higher education institution with an approved secondary education program. Any deviation from the formal trainee plan must be approved by the consortium. The consortium will be responsible for the program design, supervision and evaluation of the training.

The teacher trainee program shall include:

1. Completion of a 9 semester credit hour program of pre-service training from an institution of higher education.

2. Completion of a 30 contact hour pre-service orientation presented by the school district prior to a classroom assignment. This orientation shall include district policies, procedures, curriculum, instructional model, community characteristics, and resources.

3. Completion of an internship of two academic years (four semesters) duration. The trainee shall be enrolled in 3 semester credit hours of internship each semester.

4. Completion of a 6 to 9 semester credit hour program during the second summer from an institution of higher education.

The pre-service and second summer program of 15 to 18 semester credit hours in total shall include: philosophical, psychological and methodological foundations of the profession, and reading in the content area. The consortium will determine the content required for the trainee, which may include both pedagogical and subject area course work. When designing the content necessary for the individual teacher trainee to complete the program, the consortium shall consider previous college credit, as documented in the official transcripts. Efforts will be directed to provide observation and clinical experiences during the time prior to being assigned to the classroom.

Each teacher trainee must be assisted by and guided throughout the two year training program by a certified employee of the district who has been designated as a mentor teacher. Principals must ensure that teacher trainees are provided with direct assistance from a mentor teacher and, where needed, other support personnel.

NO. OF CREDIT HOURS TO COMPLETE: 15-18 semester hours.

WHO EVALUATES:

Principals are to provide assistance to teacher trainees regarding the purpose, expectations, and procedures involved in the evaluation process and with whatever guidance may be needed. The principal shall formally evaluate the teacher trainee at least once each quarter of the school year.

LENGTH OF TIME: Two years as a teacher under the teacher trainee program.

WHO PAYS:

Salary and benefits are established by the local district. All costs related to the college or university credits required will be the responsibility of the trainee. Other costs will be the responsibility of the respective agency involved in each trainee's program.

OTHER:

In late May 1990, a state official said eight persons had made application for this program. However, none had yet obtained employment and the program does not take effect until this occurs.

STATE: Louisiana

TITLE: Alternate Post-Baccalaureate Certification for Secondary Teachers

MOTIVATION:

Enables participants to teach at the secondary level while completing a shortened teacher education program at an IHE.

GRADE LEVELS AND/OR SUBJECT AREAS COVERED: Secondary

WHO OPERATES: IHE

REQUIREMENTS TO ENTER:

A bachelor's degree with a major or concentration in a teacher certification area.

An overall grade point average of at least 2.5 on a 4.0 scale.

PROGRAM DESCRIPTION:

Participants are certified to teach. They are required at the same time to complete a special, shortened teacher education program at an IHE -- fewer hours than a traditional program. Certification requirements are as follows:

1. General Education. A minimum of 12 semester hours in English and any additional course work deemed necessary by the School/Department/College of Education to complete the general education of a teacher.

2. Specialized Academic Education. Participant must complete all course work in the area of certification required by the School/Department/College of Education.

3. Professional Education. A minimum of 18 semester hours in professional education prescribed by the School/Department/College of Education in addition to nine semester hours in student teaching.

Candidates who are teaching may satisfy the student teaching requirement by successfully completing a minimum one-year internship with supervision provided by faculty in the College of Education.

The internship must be completed in the area of certification.

4. The applicant must have attained a score on the NTE that meets state requirements for certification.

NO. OF CREDIT HOURS TO COMPLETE:

At least 12 semester hours of professional education plus 9 semester hours of student teaching or a minimum of one year of college supervised internship.

WHO EVALUATES: IHE

LENGTH OF TIME: Not specified

STATE: Ohio

TITLE: Internship Certification Program

HISTORY:

This program was authorized under an omnibus education reform bill, effective October 1989. Standards have been drafted by the state, which intends to adopt them in June 1990. If this occurs, the program would be in effect by fall 1990. As of late May 1990, LEAs were proposing programs. The state would be issuing specific regulations.

GRADE LEVELS AND/OR SUBJECT AREAS COVERED: Secondary school subjects only.

WHO OPERATES: LEA with a State Department of Education-approved Internships Certification Program works jointly with IHE.

REQUIREMENTS TO ENTER:

A bachelor's degree.

Major in a high school teaching subject.

Three years of related work experience in the subject.

The candidate can then go under contract to a local school district.

PROGRAM DESCRIPTION:

Take general knowledge and subject content portions of the NTE.

Complete 6 semester hours of pre-service course of study in the principles and practices of teaching.

Individual enters the classroom to do full-time teaching, mentored, evaluated, and supervised by the school district and the college; low ratio of mentoring -- 1 to 5.

Must complete 12 additional semester hours in principles and practices of teaching.

Receive a satisfactory teaching evaluation and a satisfactory score on the professional knowledge portion of the NTE.

The school district can then recommend certification, and the individual can be certificated as a four-year Provisional Teacher -- the initial certificate issued to all beginning teachers.

NO. OF CREDIT HOURS TO COMPLETE:

Up to two years to complete a total of 18 hours of professional education coursework.

WHO EVALUATES:

The LEA reports annually to the State Department of Education.

The State Department of Education reports to the state legislature every three years.

The State Department of Education conducts an on-site evaluation of the local school district every five years.

LENGTH OF TIME: One year, renewable one time.

STATE: Virginia

TITLE: Provisional Certificate

HISTORY: Available since 1982.

MOTIVATION:

Issued to an individual who has not yet met all general and professional studies course requirements nor the provisional period of two years successful classroom performance required of all beginning teachers in Virginia.

GRADE LEVELS AND/OR SUBJECT AREAS COVERED: Secondary, grades 8-12.

WHO OPERATES: State

REQUIREMENTS TO ENTER:

A bachelor's degree.

The individual must satisfy one or more specific endorsement area requirements.

The Provisional Certificate is issued upon employment in Virginia by a local school district or private school and a request from that entity to the Unit for Teacher Education and Certification.

This certificate is issued for an individual who:

1. has not earned 6 semester hours of acceptable credit from an accredited college or university within the last five years;

2. is seeking the Vocational Education Certificate;

3. meets his/her specific endorsement area requirements but fails to meet all general and professional studies requirements;

4. needs to complete the provisional period of two years of successful performance in the classroom required of all beginning teachers.

PROGRAM DESCRIPTION:

The individual must satisfy all general and professional education requirements during the two-year period of validity.

An alternative program for meeting professional studies requirements may be submitted by the teacher's employer for review and approval by the Department of Education. The 9 semester hours of course work of the alternative program must include the following competencies:

1. Organization -- competence in preparing and presenting an instructional plan;

2. Evaluation of student performance -- competence in the selection, development, and utilization of tests and test scores;

3. Recognition of individual differences -- competence in the recognition of student exceptionalities, including the gifted and talented students and those with handicapping conditions;

4. Cultural awareness -- competence in the recognition of cultural influences on individual students, on the school as a whole, and on school/community relations;

5. Understanding the nature of youth -- competence in understanding the various patterns of human growth and development as they relate to student learning and achievement;

6. Management -- competence in classroom management and discipline;

7. Educational policies and procedures -- competence in understanding and implementing appropriate federal, state and local policies affecting education.

Completion of two years of full-time successful teaching experience in a public school or an accredited private school may be accepted in lieu of student teaching.

NO. OF CREDIT HOURS TO COMPLETE:

9 semester hours of coursework in the areas of human growth and development, curriculum and instructional procedures, and foundations of education.

WHO EVALUATES: LEA and State.

LENGTH OF TIME:

Provisional Certificate issued for two years.

OTHER:

According to state officials, this year the State Board is encouraging individuals to enter teaching in Virginia -- after completing a liberal arts degree, coming from another career field, or upon retirement from a nonteaching career -- through use of the Provisional Certificate. Some state colleges are offering two-year master's degrees under programs which focus on retirees from other fields and include job placement services.

CATEGORY III

Alternative Teacher Certification Programs Available Only in Shortage Areas

STATE: Alabama

TITLE: Fifth Year Master of Arts Program -- Alternate Route

HISTORY:

Approved by state board in 1985; implemented a year later; IHEs set up proposed programs at fifth-year level.

MOTIVATION: Shortage

GRADE LEVELS AND/OR SUBJECT AREAS COVERED: All

WHO OPERATES: IHE

REQUIREMENTS TO ENTER:

A bachelor's degree, but has not completed a teacher education program.

The local school district superintendent must have a need.

The district may employ the individual on a temporary basis until he/she has completed college coursework requirements.

The district requests that a Provisional Certificate be issued.

The individual must complete the state proficiency test and have a 2.5 grade point average.

PROGRAM DESCRIPTION:

The master's degree program requires student teaching, but the college can substitute observation and evaluation of classroom performance -- by a certified teacher in the specialty area and a college faculty member.

The individual must pass a state examination.

Upon completion of program, the individual receives a regular certificate at a higher level than that issued to a graduate of a four-year teacher education program.

NO. OF CREDIT HOURS TO COMPLETE:

6 semester hours per year toward completion of the master's degree.

LENGTH OF TIME:

Valid for one year. May be renewed yearly, as long as the individual completes 6 semester hours per year toward completing the master's degree.

In case of emergency (rare, only occasionally issued, as in case of illness or surgery), an individual who needs to drop out of college coursework for one year is issued an Emergency Certificate, valid for one year, and is able to continue teaching; then the individual can resume Provisional Certificate and coursework.

STATE: Arkansas

TITLE: Alternative Certification Program

HISTORY:

Began July 8, 1988 to provide teachers in those content areas experiencing critical teacher shortages. The program was expanded in 1989 to include recruitment of minority teachers.

MOTIVATION:

"The program is intended to attract and train qualified individuals to fill teaching assignments in districts which have a history of difficulty in recruiting certified teachers. The Department is committed to assisting local school district efforts to identify, recruit and employ minority teachers; therefore, we encourage nominations of minority candidates in all certifiable areas."

GRADE LEVELS AND/OR SUBJECT AREAS COVERED: All

WHO OPERATES: State

REQUIREMENTS TO ENTER:

A minimum of a bachelor's degree from a regionally accredited college or university.

For secondary certification, a non-education major in the content area in which certification is sought. For elementary certification, an appropriate degree and consideration of relevant work experience.

A cumulative grade point average of 2.75 to 3.0 in the last 60 hours of degree work, with a 3.0 grade average in the major.

Three character references.

Demonstration of good communication skills through both an interview conducted by the selection committee and a written work history.

A passing score on the NTE specialty area test or a specially devised criterion-referenced test as established by the State Board of Education for certification before the issuance of a standard certificate.

SELECTION OF SCHOOL DISTRICTS:

Any school district wishing to participate in the Alternative Certification Program (ACP) will be considered under the following guidelines:

1. Documented need for alternative certification program, including a past history of difficulty in recruiting certified teachers in the position(s) to be filled.

2. Ability to meet Master Teacher Mentoring Program qualifications.

3. Commitment from school board and appropriate school personnel to fulfill program requirements, including superintendent, principal and mentor teachers.

To ensure success, the Alternative Certification Program only selects those individuals with strong academic credentials, but with limited knowledge of teaching methods.

PROGRAM DESCRIPTION:

This is a three-year pilot program and is currently operating in three local school districts. The program starts with training at a central location. This is followed by one year of teaching, under a mentor; additional training; and another one-year period of teaching.

It is designed to provide intensive assistance in those areas required to be effective in the classroom. Apprentice teachers in the ACP will not be listed as certification violations.

Since the program participants usually obtain teaching positions prior to their training, ACP training begins the summer prior to the first day of school.

The initial "weekend" intensive summer training session will focus on the components of the total teaching act, teaching/learning techniques and classroom management. Frequent demonstration teaching which simulates the actual classroom setting will occur.

Apprentice Teachers will receive training in the following areas:

1. Various teaching models with an emphasis on the Program for Effective Teaching (PET);

2. Variety in methodology --

- lecture;
- demonstrations;
- audio-visual;
- projects;
- student/teacher interaction;

3. Classroom management and discipline skills.

It is the intention of the initial weekend summer training session to provide participants with the skills required to be effective in the classroom. Follow-up training, along with mentor guidance, will take place throughout the school year.

Once the initial training is completed, a qualified mentor is assigned. The mentor will actively participate in lesson preparation, presentation and performance evaluation. Release time will be provided by the local school

district, and the Arkansas Department of Education will provide monetary compensation and guidance.

Apprentice teachers will participate in additional training each semester during the first school year. A training session tailored to the identified need areas of apprentice teachers will occur during the summer following the first year of employment.

NO. OF CREDIT HOURS TO COMPLETE: Not specified

WHO EVALUATES:

The staff development plan supervised by the local school district will provide continuing supplemental training in instructional skills for apprentice teachers.

LENGTH OF TIME: Three years.

OTHER:

Each program participant will pay an annual fee of $500 per year for each of the first two years.

Each participant will be required to pay $300 upon selection to the program and $200 at the time of the first training session. The remaining $500 will be paid prior to the second summer session.

Funds go to defray the cost of training supplies and materials, meals during training, mentor compensation and travel cost for ADE monitoring.

STATE: California

TITLE: District Intern Certificate

HISTORY:

Legislation passed in 1983 originally authorized the program for secondary school teachers only; the first interns were in place in 1984. The law was changed in 1987 to expand the program to include bilingual and elementary teachers.

MOTIVATION: Shortage

GRADE LEVELS AND/OR SUBJECT AREAS COVERED:

Originally for secondary only; now also includes bilingual and elementary.

WHO OPERATES: LEA

REQUIREMENTS TO ENTER:

A bachelor's degree.

Pass the CBEST, the state's basic skills test.

Major or minor in subject to be taught.

A passing score on the subject area portion of the NTE.

Bilingual classroom teachers must pass oral language component of state exam, but there are no special course requirements.

Declaration by a local school district that a fully credentialed teacher was not available to fill the vacancy.

PROGRAM DESCRIPTION:

The school district must employ persons to provide guidance and assistance.

The school district must develop a professional development plan for intern -- including training (120 clock hours or equivalent pre-service component in child development and methods of teaching), support and assistance, and annual evaluation.

The intern will be eligible for a clear credential with the school district's recommendation and two years of successful teaching.

The program can be used as a recruiting device for school districts and as an energizer for veteran assisting teachers.

NO. OF CREDIT HOURS TO COMPLETE:

120 clock hours of professional development training.

WHO EVALUATES: LEA

LENGTH OF TIME:

Credential valid for two years of teaching; may be extended.

OTHER:

Less than one percent of the state's beginning teachers are teaching as district interns.

Of these, about 97 percent are in Los Angeles Unified School District.

Smaller districts often lack the personnel or financial resources to do so.

Many smaller school districts have dropped their programs.

Large districts with staff development resources can successfully manage the training, support, and evaluation components.

A state official said that at one time 20 school districts were participating. Now only five districts are left in the program.

The retention rate of participating interns is approximately 90 percent.

STATE: Georgia

TITLE: Alternative Certification Program for Critical Shortage Fields (School-Based Preparation Model)

HISTORY: Began July 1986.

MOTIVATION: To fill critical needs. Shortage.

SUBJECT AREAS COVERED: Mathematics, science, foreign languages.

WHO OPERATES: LEA

REQUIREMENTS TO ENTER:

A bachelor's degree in mathematics, science, or foreign language.

The individual must meet the content requirements of the field.

A grade point average of at least 2.5 (for regular route it is 2.0 to 2.5 minimum) is required.

PROGRAM DESCRIPTION:

The individual must:

Complete course requirements for college credit or a local school district staff development program, at no cost.

Attend a summer institute, receiving a stipend provided by the state.

Complete a one-year paid internship under a Provisional Certificate requested by the school district.

An internship plan must be spelled out by the school district, and a mentor teacher assigned to supervise the individual.

The applicant is eligible for on-the-job assessment for certification once the Teacher Certification Test has been passed and a revised professional education sequence of coursework completed.

NO. OF CREDIT HOURS TO COMPLETE:

5 quarter hours or staff development units (SDUs) in growth and development.

5 quarter hours or SDUs in identification and education of children with special needs.

10 quarter hours or SDUs in secondary curriculum and methods.

15 quarter hours or SDUs in one-year supervised internship in the field.

Satisfactory assessment required for Teacher Certification Test and on-the-job assessment.

WHO EVALUATES: LEA

LENGTH OF TIME: One year

STATE: Georgia

TITLE: Alternative Certificate for Selected Special Education Fields -- Special Provisional Four-Year Level XB Certificate

HISTORY: Effective December 1987.

GRADE LEVELS AND/OR SUBJECT AREAS COVERED:

Special education -- mental retardation (MR); learning disabilities (LD); behavior disorders (BD); special education/interrelated (SEI).

REQUIREMENTS TO ENTER:

Apply to state for evaluation for initial certificate if individual did not have education courses.

For XB certificate in BD --

A bachelor's degree in behavioral science or psychology;

An overall 2.5 grade point average on a 4.0 scale;

Completion of a minimum of 15 quarter hours per year toward requirements for a five-year level special education certificate.

For XB certificate in MR, LD, or SEI ---

A bachelor's degree in mathematics, science, English, or social studies;

A grade point average of 2.5.

PROGRAM DESCRIPTION:

For XB certificate in BD --

A master's degree in special education and BD;

Satisfactory completion of a one-year supervised classroom internship or student teaching in an appropriate teaching field, for which 15 quarter hours of college credit has been awarded;

Completion of all special state requirements -- certification test; 5 quarter hours in the teaching of reading; 5 quarter hours in identification and education of exceptional children.

For XB certificate in MR, LD, or SEI ---

Completion of 15 quarter hours per year toward the requirements for a five-year level special education certificate (same as for BD, above).

NO. OF CREDIT HOURS TO COMPLETE: See above.

WHO EVALUATES: IHE and LEA

STATE: Maine

TITLE: Conditional Certificate

MOTIVATION: Shortage

GRADE LEVELS AND/OR SUBJECT AREAS COVERED: All

WHO OPERATES: State

REQUIREMENTS TO ENTER:

The subject area for which the endorsement is sought is required by statute or rule to be offered by the school.

The LEA has actively sought to employ a Provisional or Professional Certificate holder for the subject, but has been unable to do so.

The applicant meets the academic requirements for the particular endorsement.

Approval by the support system of an action plan for Conditional Certificate holders.

If applying for a Conditional Certificate requiring a baccalaureate degree, the individual must have achieved qualifying scores on the Core Battery of the NTE or not yet have taken the examination. If not, the applicant must achieve qualifying scores on the communication skills and general knowledge components of the Core Battery during the initial term of the certificate as a prerequisite for renewal, further renewal, or issuance of a Professional Certificate.

The Conditional Certificate may not be suspended or revoked by the Commissioner due to the holder's failure to achieve the requisite qualifying scores during the certificate periods described in this paragraph.

An applicant who has taken but not achieved qualifying scores on the NTE is not eligible for this Conditional Certificate.

PROGRAM DESCRIPTION:

For renewal, the applicant must:

Demonstrate to the support system that he/she has annually completed the amount of approved study ordinarily required for renewal of a professional certificate. Approved study must consist of courses unless the Department gives advance approval to an action plan which substitutes in-service training for courses, in whole or in part.

Obtain approval by the support system of an action plan for Conditional Certificate holders.

Obtain a recommendation of the support system that a Conditional Certificate be renewed or that a Professional Certificate be issued.

LENGTH OF TIME:

The Commissioner may renew a Conditional Certificate for not more than two additional one-year terms in unforeseeable and extenuating circumstances of genuine hardship.

STATE: New York

TITLE: Temporary License

HISTORY: Since 1987

MOTIVATION:

When no certified and qualified teacher is available after extensive and documented recruitment.

GRADE LEVELS AND/OR SUBJECT AREAS COVERED: All

WHO OPERATES: State Education Department

REQUIREMENTS TO ENTER:

Request from the school district superintendent.

A bachelor's degree.

The local school board draws up a four-year plan for staff development and professional support for the uncertified teacher. This plan must include assurances that an individual who has no previous teaching experience will work under the guidance of a permanently certified mentor teacher, who will be given either a 20 percent reduction in assignment or additional compensation. The uncertified teacher will spend 20 percent of his/her assignment in planning, preparation, and training.

The individual will be enrolled in an approved college teacher education program leading toward certification -- beginning the semester following employment.

PROGRAM DESCRIPTION:

The individual may substitute one year of full-time teaching for the student teaching requirement.

The individual must complete required coursework in an approved college teacher education program.

The individual must complete the NTE core battery test.

NO. OF CREDIT HOURS TO COMPLETE:

Must fulfill all requirements for a Provisional Certificate within three years:

For elementary -- 24 semester hours of professional education, including 6 hours in reading, and student teaching;

For secondary -- 12 semester hours of professional education, plus 24 to 36 semester hours in subject content coursework, and student teaching.

The student teaching requirement can be waived when the individual has satisfactorily completed one year of full-time teaching.

WHO EVALUATES:

The State Education Department evaluates the request and approves deficiencies.

LENGTH OF TIME:

Valid for one year; renewable up to three times; individual must fulfill all requirements for a Provisional Certificate within three years.

STATE: Oregon

TITLE: Interim Teacher Certificates

HISTORY: Adopted by the Teacher Standards and Practices (TSPC) Commission in 1986.

MOTIVATION:

An Interim Teacher Certificate may be issued when there are insufficient applicants in an endorsement or in a region of the state.

GRADE LEVELS AND/OR SUBJECT AREAS COVERED: Handicapped learner, severely handicapped learner, vision impaired, speech impaired, hearing impaired.

WHO OPERATES: Teacher Standards and Practices Commission

REQUIREMENTS TO ENTER:

Issued to an applicant who has not previously held a teaching certificate or been enrolled in a teacher preparation program. This certificate is issued as follows:

1. Each December the Commission lists the endorsements in which Interim Teacher Certificates may be issued. The list of endorsements which have insufficient applicants in the current year is available from TSPC or any ESD office. In addition, the Commission shall consider applications for endorsements not currently listed if the employing school district is located in a region of the state with insufficient applicants or the district has other extenuating circumstances.

2. The application shall be a joint application from the prospective teacher and the school board or school superintendent who states the applicant will be employed if a certificate is issued.

3. The applicant holds a baccalaureate or higher degree from an approved institution to include a major or minor of at least 20 semester hours of study in an area directly related to the certification endorsement.

4.. The applicant submits passing scores established by the Commission on the National Teacher Examination (NTE) for the specialty area test in which the endorsement is being requested. (they list passing scores for fields)

PROGRAM DESCRIPTION:

The Interim Teacher Certificate shall be valid for one year and may be renewed twice by meeting the other state requirements which include a statement from the district describing the applicant's professional growth experiences and a copy of the applicant's performance evaluation.

The Interim Teacher Certificate may be renewed twice for a period of one year upon joint application by the applicant and the employing school board or school superintendent which includes:

1. Evidence of applicable professional growth including, but not limited to, participation in courses, workshops, and other developmental activities. The professional growth experiences must be approved by the employing district as part of a professional improvement program.

2. A copy of the applicant's annual teacher evaluation report as presented to the teacher by the district. For the certificate to be renewed, the evaluation report must be satisfactory to the Commission.

3. Evidence verifying that conditions for renewal set by the Commission upon issuance, if any, have been met.

The holder of an Interim Teacher Certificate who is otherwise qualified shall be eligible for a Basic Teaching Certificate upon submitting an application, fee, evidence of being granted permanent teacher status and posting satisfactory scores on the National Teacher Examination's Professional Knowledge Test of the Core Battery.

NO. OF CREDIT HOURS TO COMPLETE: Set by the employing school district.

WHO EVALUATES: LEA

LENGTH OF TIME: Three years after which one is awarded permanent status.

STATE: South Carolina

TITLE: Critical Need Conditional Certificate

HISTORY: Established in 1984 by state law.

MOTIVATION: Shortage

GRADE LEVELS AND/OR SUBJECT AREAS COVERED:

Areas of teacher shortage deemed critical by the State Board of Education.

WHO OPERATES: State

REQUIREMENTS TO ENTER:

A bachelor's degree in a critical shortage area.

A passing score on the NTE.

Attendance at a two-week summer session to prepare the prospective teacher for the opening of school.

Employment by a local school district.

PROGRAM DESCRIPTION:

The individual completes:

A two-week pre-service institute during the summer prior to the beginning of the first academic year to prepare him/her for the opening of school:

Eight one-day monthly sessions during the school year, designed to provide a specific instruction component, in addition to planning and interaction with other conditional teachers;

A two-week institute the second summer, designed to address specific teaching techniques, classroom management, lab skills;

A one-day seminar during the school year, immediately following completion of second two-week institute;

Over a three-year period, completion of required graduate-level professional education courses.

Sessions are funded by the State Department of Education, at no cost to the conditional teacher, provided that funds are appropriated by the General Assembly.

The individual must successfully complete no fewer than two years of full-time employment in an instructional role in a public school after issuance of the conditional certificate.

NO. OF CREDIT HOURS TO COMPLETE:

Three graduate-level professional education courses related to student growth and development, exceptionalities of children in the regular classroom, and the teaching of reading in the content area.

WHO EVALUATES: State program faculty.

LENGTH OF TIME:

The individual must complete the requirements for full certification within three years.

CATEGORY IV

Alternative Teacher Certification Programs Available Only in Shortage Areas at the Secondary Level

STATE: Hawaii

TITLE: Special Certification Program Mathematics/Science

HISTORY: Began in 1985.

MOTIVATION:

To reduce the shortage of secondary school mathematics and science teachers by increasing the available pool of certified teachers in this area.

GRADE LEVELS AND/OR SUBJECT AREAS COVERED: Secondary mathematics and science

WHO OPERATES: IHE

REQUIREMENTS TO ENTER:

Completion of an undergraduate degree in mathematics or science with a cumulative grade point average of 2.75.

PROGRAM DESCRIPTION:

This program, funded by the State Legislature, is designed to provide tuition-free coursework for selected participants and has two components:

I. the preparation of individuals with baccalaureate degrees in mathematics or science through a program of professional education courses leading to the initial basic secondary certificate; and

II. the preparation of in-service teachers through the academic major leading to certification in mathematics or science.

Selection is on a competitive basis. The cost of books, University admissions fees and other student fees are the responsibility of each candidate. In the event that current funding does not adequately cover increased tuition costs, and the Department is unable to fund tuition, it is hoped that the candidates will complete the program on their own.

In Component I, selected individuals who have completed a baccalaureate degree in either mathematics or science will be admitted to the College of Education through the Professional Diploma Program and will be required to complete a prescribed program of study. This program of study is equivalent to the professional education core courses offered at the undergraduate level in the College of Education. The individual's baccalaureate degree in mathematics or science is accepted as the equivalent of the undergraduate academic major.

Upon completion of this program, the individual will be recommended for the initial basic secondary teacher certificate in either mathematics or science.

Certification requirements: Successful completion of the professional core courses and passing scores on the NTE Core Battery and appropriate Specialty Area.

Apply to Department of Education for a teaching position.

NO. OF CREDIT HOURS TO COMPLETE:

Range: 27 to 33 semester hours, depending on the IHE -- professional core courses and student teaching.

WHO EVALUATES: IHE

LENGTH OF TIME: Variable -- most often one calendar year.

STATE: Missouri

TITLE: An Alternative Certification Program

HISTORY: Approved October 26, 1989.

MOTIVATION:

To provide entry into the teaching profession by individuals who have not completed a traditional teacher education program and to certificate special assignment teachers.

SUBJECT AREAS COVERED:

Secondary level and where there is a critical need as identified by the district and approved by the Department of Elementary and Secondary Education.

WHO OPERATES:

Missouri colleges/universities with State approved teacher education programs.

REQUIREMENTS TO ENTER:

Present evidence of employment by a school district in the State of Missouri contingent upon certification prior to acceptance into the Missouri Alternative Certification Program.

A bachelor's degree from a regionally accredited institution in the area of the proposed certificate with a cumulative grade point average no lower than the Missouri requirement for teacher certification (2.5) and a grade point average no lower than 2.5 in the major (teaching) area.

Verify the completion of a general education background satisfactory to the teacher education institution.

Document a minimum of five years of successful employment during which the content of the bachelor's degree major is significantly applied. Documentation shall be defined and required by the college or university offering the Alternative Teacher Certification Program.

Participate in a structured interview selected by the teacher education institution. This interview would assess the candidate's beliefs regarding the nature of teaching, the nature of students and the goals and mission of education as a profession. The interview may be utilized for screening purposes (e.g., The Missouri Pre-Professional Teacher Interview) or for diagnostic and counseling purposes (e.g., The Selection Research, Incorporated Preserve Teacher Perceiver).

Enter into a four-party contract with a higher education institution which has a teacher education program approved by the State Board of Education, with the local school district, and with the Department of Elementary and Secondary Education. This contract (an Alternative Teaching Contract) will permit the

candidate to enroll in coursework which will require demonstrated understanding of the following:

1. Adolescent Development.

2. The Psychology of Learning.

3. Teaching Methodology in the Content Area.

This coursework must be completed prior to provisional certification and employment.

PROGRAM DESCRIPTION:

Upon successful completion of the coursework outlined above and upon recommendation of the higher education institution, candidates will receive a two-year provisional certificate. The candidate will:

1. Be assigned a mentor by the school district.

2. Receive follow-up assistance from the higher education institution.

3. Participate in the employing district's professional development program.

4. Successfully participate in the district's Performance Based Teacher Evaluation (PBTE).

Candidates will enroll in 8 to 9 semester hours of professional education coursework no later than the summer following the awarding of the provisional certificate.

Prior to entrance to the second year of the provisional certificate, the candidate must take the appropriate exit test required of all pre-service teacher candidates seeking certification in the state of Missouri. This test, plus the provision outlined in Subsection (G), must be completed successfully prior to moving to a Professional Certificate II (PCII). Should this not occur within the designated two years, the contract and certificate will be void.

NO. OF CREDIT HOURS TO COMPLETE: 18 semester hours.

WHO EVALUATES: IHE and LEA

LENGTH OF TIME: Two years

STATE: Oklahoma

TITLE: Alternative Certification Program

HISTORY: Passed by the state legislature in April 1990 as Section 23 of House Bill 1017.

MOTIVATION:

An alternate route provided "for persons with a liberal arts degree in mathematics, science, or foreign languages. It is a sequential means of obtaining certification while teaching in the accredited public schools of Oklahoma and completing professional education requirements."

GRADE LEVELS AND/OR SUBJECT AREAS COVERED: Secondary-level mathematics, science, and foreign languages.

WHO OPERATES: State

REQUIREMENTS TO ENTER:

A bachelor's degree from an accredited college or university.

A major in mathematics, science, or foreign languages.

Passed the curriculum examination in the area of specialization for which certification is sought.

Documentation from an accredited public school district offering employment in mathematics, science, or a specific foreign language.

Never been denied admittance to a teacher education program nor have entered and subsequently failed to meet the minimum requirements of such a program.

Been admitted to an approved teacher education program, with a plan on file for meeting standard certification requirements within five years.

Completed or be enrolled in 6 semester hours of professional education coursework in an approved teacher education program.

Five years of work experience outside of education, related to the subject area of specialization, which shall be validated by the college.

PROGRAM DESCRIPTION:

While teaching under the Alternative Certification program, individuals in each each of the following teaching specialties shall:

Mathematics -- Teach only secondary mathematics classes more advanced than Algebra I;

Science -- teach only secondary science classes more advanced than general science;

Foreign Languages -- teach only secondary foreign language classes.

The individual must declare the intent to earn a Provisional I Certificate in not more than three years and the Standard Certificate in not more than five years.

The individual must participate in the Entry-Year Assistance (EYA) Program with the same duties and responsibilities as other EYA participants.

Exemptions: student teaching and pre-student teaching field experience; admission requirements upon receiving the Provisional Level I Certificate.

For renewal, the individual must present:

Documentation from the school district offering renewed employment in the same area of specialization; and

Documentation from a teacher education college verifying satisfactory progress in the program.

The sequential plan would include:

Academic Year	Certificate	Professional Education Requirements
1st	Emergency Certificate issued	Completed or enrolled in 6 semester hours
2nd	Reissuance of Emergency Certificate	6 semester hours completed
3rd	Provisional Level I (valid for one year)	10 semester hours completed
4th/5th	Provisional Level II (valid for two years)	14 semester hours completed
6th	Standard	18 semester hours completed

NO. OF CREDIT HOURS TO COMPLETE:

Provisional Level I Certificate -- 10 semester hours of professional education.

Provisional Level II Certificate -- 14 semester hours of professional education.

Standard Certificate -- 18 semester hours of professional education, including a minimum of 2 semester hours in the education of the exceptional child.

WHO EVALUATES: LEA and IHE

LENGTH OF TIME: May be issued for not more than two years.

STATE: Oklahoma

TITLE: Emergency & Provisional Certificates -- Alternative Certification

MOTIVATION: Shortage

GRADE LEVELS AND/OR SUBJECT AREAS COVERED:

Critical shortage in specialty field identified through a supply and demand analysis by State Department of Education.

WHO OPERATES: State

REQUIREMENTS TO ENTER:

An individual must:

Have a bachelor's degree in an academic field of critical shortage;

Have completed a minimum of 24 semester hours of coursework, defined in an approved teacher education program;

Fulfill admission requirements for a college teacher education program;

Have developed a plan for meeting minimum standards for a standard certificate;

Pass teacher certification tests in the teaching field;

Have been offered a teaching position.

PROGRAM DESCRIPTION:

The individual must complete a four phase program while employed in a teaching position:

Academic Year	Certificate	Professional Education Requirements
Phase 1	Emergency Certificate issued	Enroll for a minimum of 4 semester hours in-service teaching experience with IHE; Complete 9 semester hours professional education; Participate in Entry-Year Assistance Program.
Phase 2	Emergency Certificate reissued	Complete 8 hours of prof. education
Phase 3	Provisional I Certificate	Renewable one time
Phase 4	Provisional Level II Certificate	Two years; renewable one time

NO. OF CREDIT HOURS TO COMPLETE:

Phase 1 -- Minimum of 4 semester hours of in-service supervised teaching experience with IHE and 9 semester hours of professional education.

Phase 2 -- Completion of 9 hours of professional education coursework.

Phase 3 -- Completion of 9 hours of professional education coursework.

WHO EVALUATES: State Department of Education

LENGTH OF TIME: Up to 8 years.

CATEGORY V

Alternative Teacher Certification Programs in Which Institutions of Higher Education in the State Have Major Responsibility

STATE: California

TITLE: University Intern Credential

HISTORY: Authorized by legislation in 1967, but issuance of the first such credentials dates back to the early 1950s.

MOTIVATION: In practice, its use is targeted at subject area shortages, although this is not required by law.

GRADE LEVELS AND/OR SUBJECT AREAS COVERED:

The state's fastest-growing route, especially in special education, but available for all types of credentials.

WHO OPERATES: IHE and LEA

REQUIREMENTS TO ENTER:

A bachelor's degree.

A passing score on the CBEST basic skills test.

The teacher's union for the local school district hiring the intern must sign-off on the application.

The Commission on Teacher Credentialling (CTC) must approve the applicant.

PROGRAM DESCRIPTION:

The individual must demonstrate subject matter competence by completing a program of study; OR passing subject area portions of the NTE.

Professional education courses in foundations and methods must be completed while the individual is employed as an intern teacher.

The individual must demonstrate subject matter competencies through an approved teacher education program. For elementary teachers, this means competencies in the seven subjects taught in elementary schools; for secondary teachers, this means competency in the subject area to be taught. The college may require completion of courses it deems necessary to achieve these competencies.

Additional requirements which the CTC accepted in Sept. 1989 and which will go into effect Sept. 1, 1990:

Admission requirements must take into account the accelerated responsibilities of interns. Applicants should have a high degree of maturity and previous experience with children.

Pre-service training must be provided to ens re a minimum level of knowledge in 10 performance competencies.

The local school district must designate someone to provide support and evaluation for the intern.

The intern will be eligible for a clear credential with two years successful teaching and completion of professional education course requirements.

NO. OF CREDIT HOURS TO COMPLETE: Coursework as required by the IHE to meet competencies.

WHO EVALUATES:

The individuals are evaluated by the IHE.

IHE programs are subject to periodic review by the state.

LENGTH OF TIME:

The intern may teach two years with the credential, which may be extended.

OTHER:

This program is operated on 12 campuses of the California State University System, 4 campuses of the University of California System, and 12 campuses of independent colleges and universities.

It is the state's fastest growing route, especially in special education.

STATE: Florida

TITLE: Temporary Certificate

GRADE LEVELS AND/OR SUBJECT AREAS COVERED: All

WHO OPERATES: IHE

REQUIREMENTS TO ENTER:

A bachelor's degree.

The individual must meet specialized requirements in a subject in which Florida offers certification.

The individual must have a 2.5 grade point average on a 4.0 scale in each subject shown on certificate.

The individual must obtain employment in a Florida public school.

PROGRAM DESCRIPTION:

The Temporary Certificate may be issued when the individual obtains employment in a public school.

The recipient then has two years to complete the requirements for the Professional Certificate which are to:

Satisfy professional preparation requirements.

Satisfy recency-of-credit requirement.

Attain:

A passing score on the Professional Education Subtest of the Florida Teacher Certification Examination.

A passing score on the College Level Academic Skills Test (CLAST).

A passing score on the subject area examination for each subject or field shown on the certificate.

Complete of an approved Florida Beginning Teacher Program.

The state specifies that two years of full-time teaching may be used in lieu of the student teaching requirement, but it is up to the college to decide whether to accept this.

LENGTH OF TIME: Valid for two years; non-renewable.

OTHER: The state also has provision for a course-by-course analysis of an applicant's transcripts. Before January 1990, the state told applicants the exact courses they should complete at an IHE to meet requirements. Applicants are now referred by the state to an IHE, which will set up a program for meeting the requirements. All accepted initial teacher applicants are issued Temporary Certificates, take subject area tests, and go through the state's required, year-long Beginning Teacher Program. An experienced teacher would be routed by an LEA through an abbreviated Beginning Teacher Program -- of 90 days, rather than one year -- then evaluated. After one year, all Temporary Certificate holders may apply for a Professional Certificate.

STATE: Kentucky

TITLE: Post-Baccalaureate Experimental Secondary Teacher Preparation Program

Note: There is currently one alternative teacher certification program in the state -- at the University of Louisville. New legislation allows for state development of alternative programs for certifying teachers.

HISTORY: The first class will be 1991-92 and will begin work in May 1991.

MOTIVATION: To obtain teachers in areas most in demand by school districts.

GRADE LEVELS AND/OR SUBJECT AREAS COVERED:

Those most in demand by school districts that employ the students.

WHO OPERATES: University of Louisville

REQUIREMENTS TO ENTER:

Minimum of 2.75 grade point average.

A 900 composite score on the Math and Verbal portions on the GRE.

A completed application to the Graduate School for a Master of Arts in Teaching.

Two additional recommendations in addition to the official M.A.T. references that speak toward the applicant's teaching potential.

Two, one-page essays and a brief program application.

Completion of a teaching major and/or minor in math, English, biology, chemistry, physics, French, Spanish, history or social studies. (Candidates must be within 9 credits of their teaching major and/or minor in order to be eligible for the May, 1991 class)

Completion of state certification requirements including computer proficiency physical examination, and the NTE.

PROGRAM DESCRIPTION:

An intense, teaching-centered program design.

The opportunity to be considered for paid part-time teaching positions during the school year and University provided tuition waivers.

Work toward a Master of Arts in Teaching (most candidates will be 9-12 credit hours away at the completion of the program).

A cohort group of about 20 outstanding colleagues.

Education courses that draw upon the diverse experiences the individual brings to teaching.

Open to 20 candidates screened for academic talent and the personal characteristics that indicate the promise of becoming a good teacher.

The Experimental Program is an opportunity to combine the required 27 hours of secondary teacher certification credits with additional coursework in your subject area leading toward an M.A.T. The center of the 13-month experience is the possibility of a part-time teaching position during the school year. While teaching during the school year, candidates enroll in courses in order to complete their teaching majors and education course requirements.

NO. OF CREDIT HOURS TO COMPLETE: 27 hours

STATE: Maryland

TITLE: Creative Initiatives in Teacher Education

HISTORY: Procedures and guidelines for proposal development published in February, 1989.

MOTIVATION:

In an attempt to encourage innovation and vitality in teacher education, the Teacher Education and Certification Branch of the Maryland State Department of Education (MSDE) has established a set of program approval guidelines for the development and implementation of alternative programs in teacher education leading to a certificate. These programs are considered "alternatives" to the approved teacher education programs offered in institutions of higher education. They are designed to increase the pool of highly qualified professional educators.

GRADE LEVELS AND/OR SUBJECT AREAS COVERED: Not specified.

WHO OPERATES: IHE

REQUIREMENTS TO ENTER: Defined by each IHE.

PROGRAM DESCRIPTION:

Each college program must meet 20 guidelines established by the Teacher Education and Certification Branch of the Maryland State Department of Education (MSDE). Each participating institution, or consortium of institutions will submit a description of its programs and letters of commitment to the Creative Initiatives in Teacher Education (CITE) Coordinating Committee. This six-person committee consists of representatives from colleges and universities, school systems, and the teacher education staff at MSDE.

In order for a program to be considered for approval by the CITE Coordinating Committee, it must have a clear focus which distinguishes it from the regular teacher education program(s) of the sponsoring institution. The focus may be on a non traditional student population, a new approach, or a special staffing need of Maryland local schools.

The 20 guidelines include National Association of State Directors of Teacher Education and Certification (NASDTEC) Standards, 4.1: "Curriculum Development, Planning, and Patterns for Advanced Programs," based on the assumptions that these programs are graduate level, and selected items from the other sections of NASDTEC standards.

NO. OF CREDIT HOURS TO COMPLETE: Not specified.

WHO EVALUATES:

Experimental programs will be given a two year "approval for implementation." An on-site evaluation of the program will be conducted by the MSDE Teacher Education Staff in the second year of the program's operation. If the experimental program produces graduates in less than two years, an on-site evaluation will be planned during the first year of the program's operation.

LENGTH OF TIME: Varies by IHE program.

OTHER:

As of February, 1990, eight experimental programs were described in a publication entitled, "Maryland's Alternative Programs for Teacher Preparation."

STATE: Mississippi

TITLE: Alternate Route Provisional Certificate

HISTORY:

The Office of Teacher Certification previously analyzed applicant transcripts and made evaluations compared to requirements in various areas of certification. However, the system was changed and this responsibility was assumed by Mississippi colleges with approved teacher education programs after 1986.

MOTIVATION:

Not specified.

SUBJECT AREAS COVERED: All

WHO OPERATES:

The Office of Teacher Certification of the Mississippi State Department of Education and IHEs.

REQUIREMENTS TO ENTER:

A bachelor's or higher degree from a regionally accredited college.

A score at or above the 51st percentile -- based on 1983 norms -- on each part of the core battery and the specialty area of the NTE.

PROGRAM DESCRIPTION:

The applicant may apply for and be issued a Provisional Certificate for a period of one year. The certificate will allow the holder to seek a teaching job, and, if employed, will carry with it a beginning teacher's salary.

The applicant must complete 12 semester hours in courses prescribed by the Office of Teacher Certification at a Mississippi college with an approved teacher education program -- at least 6 hours before the second provisional certification and all 12 hours before a third provisional certificate will be issued. Only colleges in Mississippi may offer these courses.

The individual may complete the 12 semester hours of courses simultaneously.

Once the applicant meets the degree and NTE score requirements, the time factor begins only when the provisionally certified teacher is employed in a school accredited by the Commission on Accreditation.

A Class A Standard Certificate will be issued to those applicants who successfully complete the alternate route.

In order to obtain a Standard Teaching Certificate, the applicant must successfully complete the provisional period, which may be extended for three

years. During the three-year period, the applicant must demonstrate mastery of beginning teacher competencies at these levels: 60 percent during the first provisional year; 75 percent during the second year; and mastery of all competencies by the end of the third year.

An applicant must ask a Mississippi college with an approved teacher education program to analyze his/her transcript and make an evaluation compared to requirements in various areas of certification. The college will tell the applicant what requirements they must meet to complete the college's teacher education program and recommend the area in which they should be certified.

Upon completion of the college's program requirements and a favorable recommendation from the college for certification, the Office of Teacher Certification will issue a teaching certificate.

NO. OF CREDIT HOURS TO COMPLETE:

12 semester hours in courses prescribed by the Office of Teacher Certification from a Mississippi IHE with an approved teacher education program.

At least 6 semester hours before a second Provisional Certificate will be issued.

All 12 semester hours must be completed before a third Provisional Certificate will be issued.

WHO EVALUATES: IHE

LENGTH OF TIME: Up to three years.

STATE: New Hampshire

TITLE: Conversion Programs

HISTORY: The New Hampshire Code of Administrative Rules, effective November 1, 1989.

MOTIVATION:

"Conversion programs shall be specifically designed to prepare for teacher certification persons who hold baccalaureate degrees."

GRADE LEVELS AND/OR SUBJECT AREAS COVERED: Not specified

WHO OPERATES: IHE

REQUIREMENTS TO ENTER:

Programs must meet the following criteria:

Responsibility for assuring the quality of programs will be centralized in a single specifically designated administrative unit.

Conversion programs shall be consistent with the philosophy and objectives upon which all other education programs are based. Data should be available to indicate that consistency exists.

One person shall be responsible for coordinating conversion programs within each administrative unit.

There will be published criteria for admission to the program.

Life experience may be accepted by the institution subject to the following provisions:

1. No more than one-third (1/3) of the total work required for any individual conversion program may be satisfied by life experience.

2. A system for evaluation of life experience shall assure that:

   a. experience is related to specific areas in general education, professional education, or specialty area competency. These are listed in Ed 609, 610, 611 and 612.

   b. documentation must be provided for any life experience.

PROGRAM DESCRIPTION: STANDARDS FOR CONVERSION PROGRAMS

The program involves individuals being given transcript evaluation by an IHE, which determines coursework and student teaching which must be completed. Conversion programs are approved by the State Department of Education.

Student Teaching. Student teaching procedures must conform to the following.

1. Any student admitted to student teaching must be competent in the basic skills of reading, writing, and mathematics according to the same criteria established for the school's undergraduate programs.

2. Student teaching or other major practicum must meet all the provisions of Ed 610.07.

Previous Collegiate Training. A process must exist to assure that any previous collegiate training is consistent with recent developments in general education, professional education, and any speciality area.

Counseling and Advising Students. Advisors must assist students in structuring individual programs designed to maximize strengths, overcome weaknesses, and reflect attention to a variety of backgrounds and potential.

OTHER:

ALTERNATIVES FOR CERTIFICATION IN NEW HAMPSHIRE

The New Hampshire State Board of Education recognizes that persons may become qualified as educators through a variety of educational and life experiences.

Therefore, the following alternatives to becoming a certified educator in New Hampshire are made available to applicants.

ALTERNATIVE 1: APPROVED PROGRAMS IN NEW HAMPSHIRE

ALTERNATIVE 2: STATES OTHER THAN NEW HAMPSHIRE

ALTERNATIVE 3: DEMONSTRATED COMPETENCIES AND EQUIVALENT EXPERIENCES

ALTERNATIVE 4: INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN (Restricted)

The New Hampshire State Board of Education has decided to implement what is to be Alternative 5, to provide for certification of career-changers who wish to enter teaching. According to Doug Brown, Deputy Commissioner, the Board is currently looking at New Jersey's alternate route, and will have a New Jersey official come up to talk about it at an administrators' conference in June. Should the State Board adopt a new proposed rule for Alternative 5, it would schedule public hearings during a 120-day period, and a legislative committee would have to review the rule change. Brown said it would be "premature" to speculate what Alternative 5 might entail.

STATE: New York

TITLE: Internship Certificate

HISTORY: In effect for 27 years.

MOTIVATION:

To enable persons to teach during and as a part of their program of study for a Master of Arts in Teaching.

GRADE LEVELS AND/OR SUBJECT AREAS COVERED: All

WHO OPERATES: IHE and LEA

REQUIREMENTS TO ENTER:

A bachelor's degree in an appropriate field.

The individual applies for admission into an approved master's degree program in teacher education.

The college then places the individual in a teaching position in a local school district.

The college applies to the state for issuance of the certificate, which is for the individual's specific school assignment.

PROGRAM DESCRIPTION:

When the state issues the certificate, the individual pursues his/her course of study for the master's degree.

The amount of actual classroom teaching the individual will do -- under the supervision of a master teacher -- is determined by the participating college.

A state official said the intern would <u>not</u> take the place of a regular, certified, full-time teacher.

The certificate enables the individual to be paid wages for the teaching he/she does.

Upon successful completion, the individual may be recommended by the college for issuance of a Certificate of Qualification, valid for five years. This makes the individual eligible for employment as a teacher, at which time a Provisional Certificate is issued. After completing two years of teaching, the individual is eligible for a Permanent Certificate.

NO. OF CREDIT HOURS TO COMPLETE:

Determined by the college and approved by the state, but sufficient for the award of a master's degree.

WHO EVALUATES:

IHE and LEA

LENGTH OF TIME:

The master's degree program may last two years.

OTHER:

Since 1987, New York has had a voluntary Mentor-Intern Program, in which a local school district may voluntarily participate. A school district provides support for a beginning teacher by assigning him/her a veteran teacher -- other than his/her supervisor -- to provide guidance. The mentor must be paid release time for performing this additional service. Effective in 1993, state regulations provide for a new mandatory, one-year paid internship, under a mentor teacher's supervision, for all beginning teachers. Specific regulations for that program have not yet been developed.

STATE: Pennsylvania

TITLE: Teacher Intern Program

HISTORY:

Since 1960s at the graduate level; given greater emphasis since 1983 as a way of bringing additional competent individuals into teaching.

MOTIVATION:

To attract minorities and mid-level executives near retirement; provide mathematics and science teachers for urban classrooms; and help long-term substitute teachers obtain certification.

GRADE LEVELS AND/OR SUBJECT AREAS COVERED:

Subject specialties vary from college to college. Although this program is more targeted to secondary-level teachers with specific subject matter specialization, it is not limited to secondary only.

WHO OPERATES: IHE

REQUIREMENTS TO ENTER:

A bachelor's degree related to the area of certification requested.

Acceptance by a college with an approved intern program after pre-admission screening.

Starting July 1, 1990, the state will convert from using its own core battery tests to using those of the NTE. Thereafter, an individual must achieve passing scores on the basic skills, general knowledge, and professional knowledge portions of the NTE, and on specialization tests of the NTE or those administered for the state by the Educational Testing Service.

PROGRAM DESCRIPTION:

The applicant is accepted into an approved college intern certification program.

The college evaluates the individual's past education and experience and determines what additional coursework should be undertaken and when the individual is prepared to enter the classroom and teach.

The college requests that the Pennsylvania Department of Education issue a Letter of Intern Candidacy, which allows the candidate to seek employment in a local school district.

When a school district offers the candidate a job, the college is notified and recommends that the Bureau of Teacher Preparation and Certification issue an Intern Certificate.

When coursework stipulated by the college has been completed and the individual has passed the professional knowledge portion of the NTE, the state issues an Instructional I Certificate.

All beginning teachers must complete a first year induction program, regardless of whether they are graduates of a teacher education program or entered through an internship. During the induction program, the school district assigns each new teacher a mentor teacher trained by the district. However, in the case of someone with past teaching experience, this requirement may be modified.

After three years of successful teaching, completion of 24 semester hours of post-baccalaureate credit, and completion of the required induction program, the state issues the individual an Instructional II Permanent Certificate.

Specific requirements for college coursework which an intern must complete will vary from college to college. Some colleges have interns complete pre-school year training during the summer, before they enter the classroom.

NO. OF CREDIT HOURS TO COMPLETE: Varies from college to college.

WHO EVALUATES:

The college determines when the intern is ready to enter the classroom and recommends to the state that he/she is ready to receive an Intern Certificate.

The college provides on-site supervision.

When all coursework and field experience are completed, the college recommends the intern to the state for issuance of an Instructional I Certificate.

The candidate is evaluated on-the-job by the school district and is supervised during the induction program by a mentor teacher.

LENGTH OF TIME:

Varies, but the candidate must be continuously enrolled in the intern program.

Instructional I Certificate requires three years of successful teaching and 24 semester hours of post-baccalaureate credit.

Intern Certificate valid for three years, non-renewable.

STATE: Tennessee

TITLE: Interim Probationary License Type A

GRADE LEVELS AND/OR SUBJECT AREAS COVERED:

The areas of endorsement excluded are: K-3; special education; special teacher of reading; trade shop; vocational agriculture; vocational home economics; vocational office education.

WHO OPERATES:

Office of Teacher Licensing/Career Ladder Certification in the Tennessee State Department of Education and IHEs.

REQUIREMENTS TO ENTER:

A bachelor's degree from an accredited college.

A minimum of 6 quarter hours or 4 semester hours of professional education coursework, as well as content coursework for any secondary area of endorsement.

The local district school superintendent must state the district's intent to employ.

PROGRAM DESCRIPTION:

The individual must complete the minimum requirements of the Tennessee State Department of Education for any requested secondary or K-12 endorsement; endorsement for grades 1-8 is issued at the employing system's request.

NO. OF CREDIT HOURS TO COMPLETE:

9 quarter hours or 6 semester hours of credit in areas of deficiency, completed after license most recently issued -- includes initial issuance and subsequent renewals.

The individual may not be issued a Type A license more than five times.

WHO EVALUATES: LEA and IHE

LENGTH OF TIME: Valid for one calendar year -- until the following August 31.

OTHER:

The state also has a Post-Baccalaureate Program in which a person with a bachelor's degree can complete a master's degree-level teacher education program in one year at Memphis State University or the University of Tennessee, Knoxville.

STATE: West Virginia

TITLE: Internship License

HISTORY: In 1987 revised certification regulations.

GRADE LEVELS AND/OR SUBJECT AREAS COVERED: All

WHO OPERATES: IHE

REQUIREMENTS TO ENTER:

A bachelor's degree.

Enrollment in an approved college educational preparation program.

The local school district must agree to the intern's placement. The district may elect to pay the intern.

The State Department of Education and the local school district must have an agreement to provide on-site, systematic, and regular supervision of the intern by a designated professional from each agency.

The college must verify that the intern has met the minimum requirements for an Internship License, as stipulated in its approved preparation program.

The State Department of Education may issue an Internship License in an endorsement area if the individual:

Is employed to assume the endorsement role;

Has completed all degree requirements and three-fourths of academic requirements, with the exception of the performance assessment;

Has attained a proficiency level on the state testing component;

Agrees to enroll for the performance assessment; and

Holds any prerequisite certificates with designated endorsements and/or grade levels.

An Internship License for an individual enrolled in an Alternative Certification Program may be issued, provided that he/she:

Is employed to assume endorsement role; and

Meets the minimum requirements stipulated in the state-approved Alternative Certification Program.

PROGRAM DESCRIPTION:

The individual must:

Complete the remaining required college coursework at a rate of at least 6 semester hours each year;

Complete the performance assessment;

Attain a proficiency level on the state testing component.

NO. OF CREDIT HOURS TO COMPLETE: Varies for individuals.

WHO EVALUATES: IHE and LEA

LENGTH OF TIME:

License valid for one year.

May be renewed if the holder:

Is recommended by the employing superintendent;

Completes 6 semester hours of credit prescribed for issuance of specialization and/or desired certificate;

Is recommended by the college where he/she is enrolled in a program.

OTHER:

A state staff member said that the state superintendent is very interested in providing alternate trackS and preparation programs which are outside of IHEs. A draft document on possible alternatives has been circulated for discussion.

STATE: West Virginia

TITLE: Temporary License -- Alternative Certification Program

HISTORY: Available since 1984-85.

MOTIVATION:

Provides an avenue into teaching for degree holders who "by virtue of previous training or experience" have satisfied some of the state's approved teacher preparation program.

GRADE LEVELS AND/OR SUBJECT AREAS COVERED:

All; only one approved program, in math and science.

WHO OPERATES:

Colleges with approved programs in areas in which certification is sought.

REQUIREMENTS TO ENTER:

A bachelor's degree.

Completion of three-fourths of an approved college program in content specialization and professional education components, including the performance assessment.

All testing components must be met.

All prerequisite certificate and experience requirements, as specified for the endorsement must be met.

Recommendation by the college where enrolled.

For employment under a Temporary License:

Enrollment in an Alternative Certification Program.

Completion of a minimum of 6 semester hours based on professional education objectives;

or

Documented proficiency in these objectives, through an assessment -- conducted jointly by the college and the local school district -- prior to development of the training program, and shall be used to determine: a) the need for training; and b) the objectives for training.

PROGRAM DESCRIPTION:

State regulations provide for a college to develop an alternate track with a non-traditional delivery system.

The only approved program is to prepare individuals for mathematics and science teaching as a second career at the West Virginia College of Graduate Study. (Only a "hand-full" of teachers have been licensed through this avenue.)

The program -- aimed at people wanting to teach mathematics or science as a second career -- involves an intensive summer institute before they start teaching.

The participants then go into the classroom, where an on-the-job assessment is done.

Additional coursework is completed during the following summer to achieve competency content.

Individuals must pass a specialization test.

NO. OF CREDIT HOURS TO COMPLETE:

Renewal of the Temporary Certificate is contingent upon completion of 6 semester hours of credit within the deficiencies indicated for the Professional Certificate.

WHO EVALUATES:

By the IHE, jointly with LEA for individuals entering program, prior to the development of the training program.

By the LEA, after issuance of the Temporary License and employment, by the LEA.

LENGTH OF TIME:

One year; renewable if the individual completes 6 semester hours per year.

CATEGORY VI

Alternative Teacher Certification Programs Available Through Transcript Analysis, Interview or Other Means

STATE: Colorado

TITLE: Teacher Certification Under the Alternate Route

MOTIVATION: Not specified

REQUIREMENTS TO ENTER and PROGRAM DESCRIPTION:

Applicants who have not completed an approved college teacher education program, but who have completed five or more years of successful teaching experience, may apply for Colorado certification under an alternate route by satisfying the following requirements:

1. Completion of five or more years of successful teaching experience in a public or non-public elementary or secondary school.

2. Demonstration of thorough knowledge of professional education and teaching by either:

a. Evaluation and recommendation by the applicant's previous supervisor(s) and performance at or above the 75th percentile on the Professional Knowledge section of the NTE;

or

b. Successful supervised teaching experience in Colorado, approved by the Colorado Department of Education, under the supervision of a supervising teacher, and for a period of 100 clock hours. This experience may be arranged by the applicant through a Colorado college approved to offer teacher education or arranged by the applicant and an official of a Colorado school district or BOCES.

Evaluation of the teaching experience will be done by the assigned university supervisor or district supervising teacher and principal or other designated district official. Approved student teaching evaluation forms will be used if the student teaching experience is arranged by a university. District personnel performance evaluation forms will be used if the student teaching experience is arranged by a school district or BOCES (regional center).

3. Demonstration of thorough knowledge of the subject area to be taught by:

a. Evidence of a score at or above the seventy-fifth percentile on the NTE specialty area test appropriate to the endorsement being sought; or

b. Evidence of a grade point average of at least 2.5 on a 4.0 scale in collegiate courses applicable to the endorsement area being sought.

4. All applicants for an initial Colorado certificate must have completed a minimum of 6 semester hours or 9 quarter hours of credit appropriate to the certificate requested within the five year period preceding the date of application. Such credit is to be earned through a four year or graduate, regionally accredited college or university.

5. All applicants for an initial Colorado certificate must demonstrate basic skills competency by passing selected tests in written and oral English and mathematics prior to the issuance of a certificate.

STATE: Maine

TITLE: Transcript Analysis

REQUIREMENTS TO ENTER:

Complete both sides of official application form.

Attach a copy of undergraduate and/or graduate transcripts.

Demonstrate a passing score on the core battery of the NTE.

If certified to teach in another state, submit a copy of out-of-state teaching certificate.

Although official college transcripts are preferred, they are not necessary. Legible photocopies are acceptable. The transcript must show social security number and all courses for which credit has been received and the date that degree(s) were awarded. Continuing education units and teacher recertification credits are not acceptable for initial certification.

PROGRAM DESCRIPTION:

All applicants for initial teaching certificates effective on or after July 1, 1988 must demonstrate that they have achieved a passing score on the core battery of the National Teachers Exam. The passing scores are as follows:

Communication Skills	656
General Knowledge	649
Professional Knowledge	648

If eligible, one receives a two-year provisional certificate with an endorsement in the major subject area within 8 to 10 weeks of submission of complete application package.

LENGTH OF TIME: Two- year provisional certificate

STATE: Massachusetts

Note: The state is expected to change its certification system in 1994. Thereafter, officials expect the state to issue a provisional certificate, which might go to a liberal arts graduate who has completed some, but not all, education components. Such a person could then obtain a teaching job and would be given up to five years to complete requirements for a clinical master's degree. Upon completing the additional requirements, the teacher would qualify for a permanent, lifetime certificate. The following programs are expected to continue.

TITLE: Certification Review Panel -- Alternative Route to Certification

HISTORY: Adopted by the State Board of Education in 1987.

MOTIVATION:

To provide flexibility in certification of applicants who have not followed the conventional route of teacher preparation, while adhering to high standards for competency spelled out in state regulations. For applicants who appear to meet certification standards, through both their experience and formal education, but do not meet all specified education requirements.

GRADE LEVELS AND/OR SUBJECT AREAS COVERED: All

WHO OPERATES: State

REQUIREMENTS TO ENTER:

The individual files an application for certification with the Bureau of Teacher Certification, along with a Certification Review Panel Eligibility Form.

If approved, a 12-member Certification Review Panel will evaluate the applicant's educational transcripts and work experience to determine if the candidate appears to meet the five standards established for the appropriate certificate, but does not necessarily hold any prerequisite certificate, prerequisite experience or meet all of the specific competencies listed under each standard.

A minimum of five years of full-time -- or the equivalent in part-time -- professional experience relevant to the certification standards is required.

This experience might include: teaching in higher education or private schools, or administrative or managerial experience which has included training, supervisory, and evaluation responsibilities.

PROGRAM DESCRIPTION:

If accepted by a majority of panel members, the applicant will be interviewed by three interview team members, selected according to areas of expertise related to the area of certification requested. The panel may recommend to the Commissioner of Education that the applicant: not be certified; be certified; or be certified, pending completion of specified requirements, such as an internship or additional coursework.

NO. OF CREDIT HOURS TO COMPLETE: Individually determined.

WHO EVALUATES: State Review Panel

LENGTH OF TIME: Not applicable.

STATE: Massachusetts

TITLE: Apprentice Teacher Program

HISTORY:

Created by the Massachusetts legislature as part of the Public School Improvement Act of 1985.

MOTIVATION:

Provides an opportunity for talented and qualified candidates to obtain a Massachusetts classroom teaching certificate while actually teaching.

"The program emphasizes learning by doing, and involves the school, the college, and the candidate in an educational partnership. It is not a short cut to certification but a reordering of the preparation components required for certification, allowing qualified candidates to be employed while completing the requirements for certification."

GRADE LEVELS AND/OR SUBJECT AREAS COVERED: All

WHO OPERATES: State

REQUIREMENTS TO ENTER:

The individual submits an application for certification and a letter requesting review for the Apprentice Teacher Program to the Bureau of Teacher Certification.

A bachelor's degree, with at least 30 semester hours of coursework in the teaching field.

A candidate for an apprenticeship in early childhood, elementary or middle school must submit evidence (usually college transcripts) showing that he/she has addressed all of the competencies for the appropriate certification.

PROGRAM DESCRIPTION:

If the individual is approved as an Apprentice Teacher, the Bureau of Teacher Certification will issue him/her an Apprentice Teacher card, along with a written evaluation explaining what he/she must do next in order to become certified.

The Apprentice Teacher card enables the individual to seek employment in one or more school districts which have advertised vacancies in the field in which he/she has been approved.

If hired, the individual must present the Apprentice Teacher card to the school district which, in turn, will sign and return it to the Bureau of Teacher Certification.

Once the individual is employed, a plan should be developed with the school district, and if coursework is necessary, in collaboration with a college.

This plan must be submitted within the first three months of employment as an Apprentice Teacher to the Bureau of Teacher Certification and should show what college courses or in-service courses the candidate will be completing, and a plan for supervision and evaluation (by the school and/or the college) during the apprenticeship. The requirement for student teaching can be satisfied through evaluation of the apprentice teacher's classroom performance.

NO. OF CREDIT HOURS TO COMPLETE: Not specified.

WHO EVALUATES: LEA and/or IHE, if college courses are involved.

LENGTH OF TIME:

The Apprentice Teacher card is valid for five years, but once the individual is employed and the program commences, all of the requirements must be met by the time the Apprentice Teacher has completed two years of full-time (or the equivalent part-time) employment.

Apprentice Teacher cards can be renewed.

STATE: Nebraska

TITLE: Provisional Commitment Teaching Certificate

HISTORY: Effective January 3, 1990.

SUBJECT AREAS COVERED: All

WHO OPERATES: IHE

REQUIREMENTS TO ENTER:

The holder of the certificate is limited to the school requesting its issuance and may teach only in the subject, subject field, or area of specialization and at the grade level specified.

The individual must:

Submit a written request for issuance of the certificate from the superintendent or governing body of the local school district;

Have completed at least one-half of the pre-student teaching requirements of an approved teacher education program;

Have fulfilled at least one-half of the requirements for the elementary endorsement or at least three-fourths of the requirements for two subjects or one non-elementary field;

Submit a statement of intent to fulfill his/her remaining program and endorsement requirements during the period in which the certificate is in effect.

The applicant must have achieved a minimum score on the Pre-Professional Skills Test, unless he/she has previously held a regular, not provisional Nebraska teaching certificate.

PROGRAM DESCRIPTION:

While teaching under the Provisional Certificate, the individual must complete 6 semester hours of credit for college coursework which fulfills some or all of his/her remaining program or endorsement requirements.

Each year, the individual must submit a written request for renewal of the certificate from his/her employing school district.

NO. OF CREDIT HOURS TO COMPLETE: 6 semester hours per year toward completing certification requirements.

WHO EVALUATES: IHE

LENGTH OF TIME:

Valid for one year. Renewable if specified progress toward completion of an IHE teacher education program is being made, but in no event can there be more than two subsequent renewals.

STATE: New Hampshire

TITLE: ALTERNATIVE 3: Demonstrated Competencies and Equivalent Experiences

HISTORY: New Hampshire Code of Administrative Rules, effective November 1, 1989

MOTIVATION: Not clear

GRADE LEVELS AND/OR SUBJECT AREAS COVERED: Not specified

WHO OPERATES: State

REQUIREMENTS TO ENTER/PROGRAM DESCRIPTION:

No transcript analysis

Individual must pass written and verbal tests, showing the same level of competencies required of a beginning teacher who has been through a teacher education program.

The state agency sets up a half-day verbal interview by three board examiners -- a state officer and two specialists in the subject field: a college professor in teacher education, a certified teacher in the subject area, and/or a subject area consultant.

The examiners may recommend to the state that the individual be licensed if he or she has the same beginning level of competency as a traditionally trained teacher (but a state official did not consider this likely for someone with no teaching background).

NO. OF CREDIT HOURS TO COMPLETE: Not applicable

WHO EVALUATES: State

LENGTH OF TIME: Not applicable

STATE: New Hampshire

TITLE: ALTERNATIVE 4: Individual Professional Development Plan (Restricted)

HISTORY: New Hampshire Code of Administrative Rules, effective November 1, 1989

MOTIVATION: Shortage

REQUIREMENTS TO ENTER/PROGRAM DESCRIPTION:

In mid-summer, the state conducts two surveys, one of school district superintendents to see if they are having difficulty employing teachers in any areas; the other of colleges with teacher training programs to determine the number of graduates they are producing.

Because numbers of teachers have been recently laid-off, officials said they did not expect shortages to be shown, but this would not be known until the surveys are completed.

On the basis of these data, the state decides if there are critical needs and, if so, in what areas, and prepares a list of specialties needed.

An LEA can request a letter of eligibility to employ a candidate on the basis of his or her background or potential.

The LEA assigns a mentor to monitor and develop a Professional Development Plan for the teacher -- giving him or her three years to complete; the teacher is also given assessments on the basis of competencies.

The teacher may be required to complete additional preparation at a college, but in one Pool Expansion Plan, non-college credit training is provided on the campus of Plymouth State College.

STATE: Maryland

TITLE OF PROGRAM: The Resident Teacher Certificate

HISTORY:

This is a proposed bylaw which will permit school systems to hire liberal arts graduates for teaching assignments. It is scheduled for hearing July 17, 1990 with possible adoption in August 1990.

MOTIVATION: To increase the pool of highly qualified professional educators.

GRADE LEVELS AND/OR SUBJECT AREAS COVERED: Secondary and departmentalized fields.

WHO OPERATES: LEA or LEA and IHE.

REQUIREMENTS TO ENTER:

A liberal arts bachelor's degree.

3.0 grade point average.

Offer of employment.

Qualifying scores on NTE Core Battery, except professional education and the Specialty Area Test

PROGRAM DESCRIPTION:

A school system will have a Resident Teacher Program requiring 90 hours of study prior to employment.

The program can be offered by a LEA or cooperatively with and IHE.

The Resident Teacher will be mentored by a certificated teacher.

Upon one year of successful teaching and an additional 90 hours of study, the local superintendent may recommend that the Resident Teacher be issued an initial teaching certificate -- the Standard Professional Certificate.

LENGTH OF TIME:

The Resident Teacher Certificate will be valid for one year while teaching in the Resident Teacher Program.

COURSE REQUIREMENTS:

The skill areas of development in study are: adolescent development, principles and theories of teaching and learning, strategies and methods of teaching, planning and classroom management, and the Maryland Essential Teaching knowledge.

STATE: New Mexico

TITLE: Alternative Licensure

HISTORY:

Regulation adopted by the State Board of Education. Effective July 1, 1986. It applies to alternative programs for educator preparation and to distinguished scholars who have not completed educator preparation programs.

MOTIVATION: Expand the pool of qualified teachers

GRADE LEVELS AND/OR SUBJECT AREAS COVERED: All

WHO OPERATES: LEA

REQUIREMENTS TO ENTER:

The local school district submits a proposal for an alternative licensure program, listing the individual's qualifications, how he/she will be evaluated and how often, and how he/she will be supervised and by whom.

Any proposal for approval of an alternative licensure program must be a collaborative effort based upon the initiative of a local school board or the governing authority of a private school, the colleges and universities, and the State Department of Education and may be in cooperation with business and other appropriate agencies. The State Superintendent of Public Instruction, in cooperation with the local school board or governing authority of a private school requesting approval of an alternative licensure program, must conduct an annual evaluation to assess the effectiveness of alternative programs.

PROGRAM DESCRIPTION:

The local district prepares a professional growth plan.

The individual must meet the school district requirements, which might include attending courses or workshops.

The individual can complete the license, based on the district's recommendation.

At the end of the year, the school district verifies that the individual has met the required competencies.

The school district may recommend the individual for another one-year license.

If the individual is outstanding, and the school district feels that he/she has met the required competencies, the district can recommend the individual for a full license -- the Level I License, valid for three years.

The school district may use head or master teachers and other methods in the program.

NO. OF CREDIT HOURS TO COMPLETE: Varies

WHO EVALUATES: LEA

LENGTH OF TIME: One year

STATE: New Mexico

TITLE: Distinguished Scholar Program

MOTIVATION:

To enable experts, such as artists and scientists, to bring their knowledge into public schools.

WHO OPERATES: LEA

REQUIREMENTS TO ENTER:

The local school district requests issuance of the license.

The district must verify that the individual meets state board requirements.

The superintendent of the local school district or private school authority must:

1. Outline the qualifications and related experience of the person being recommended;

2. Describe the structured support system for the person which will be implemented;

3. Describe the evaluation system for the person which will be utilized; and

4. Describe the benefits to the instructional program that the person will contribute.

Persons recommended for the Distinguished Scholar program must successfully complete the Core Battery of the NTE and any New Mexico required Speciality Area Examination of the NTE.

PROGRAM DESCRIPTION:

The school district requests a one-year license and must do so each year.

This credential does not lead to regular certification unless the individual switches to the Alternative Licensure Program.

No additional coursework is required.

NO. OF CREDIT HOURS TO COMPLETE: Not applicable

WHO EVALUATES: LEA

LENGTH OF TIME: One-year license requested each year by LEA

STATE: New York

TITLE: Transcript Analysis

HISTORY: In effect for more than 60 years.

MOTIVATION:

To enable persons who have not completed a state-approved teacher education program to attain certification.

GRADE LEVELS AND/OR SUBJECT AREAS COVERED: All

WHO OPERATES: State Education Department

REQUIREMENTS TO ENTER:

Applicants submit an application, fee, and official transcripts of collegiate-level study for evaluation.

PROGRAM DESCRIPTION:

If the applicant's study and experience meet state requirements, the appropriate certificate is issued.

If there are deficiencies, the applicant is so informed, and must complete those requirements before a certificate may be issued.

Evaluation is conducted by Regional Certification Offices, but certificates are actually issued only by the State Education Department.

NO. OF CREDIT HOURS TO COMPLETE: Varies for certificate titles.

WHO EVALUATES: State Education Department or Regional Certification Centers.

LENGTH OF TIME: Varies for applicants, according to deficiencies.

STATE: New York

TITLE: Visiting Lecturer

HISTORY: Available since about 1960.

MOTIVATION: To supplement a local school district's regular program of instruction.

GRADE LEVELS AND/OR SUBJECT AREAS COVERED: All

WHO OPERATES: LEA

REQUIREMENTS TO ENTER:

Applicant must have unusual qualifications and expertise in a specific subject area.

Examples of persons who have received Visiting Lecturer credentials include college professors and ballet dancers. A state official said this credential is used for persons "with specific expertise, not found in the teaching population."

PROGRAM DESCRIPTION:

The individual works under the general supervision of a certified teacher.

The individual does not replace a regular, certified, full-time teacher.

NO. OF CREDIT HOURS TO COMPLETE: Not applicable

WHO EVALUATES: LEA

LENGTH OF TIME: Valid for one year

STATE: North Carolina

TITLE: Lateral Entry Provisional Certificate

HISTORY and MOTIVATION:

The 1984 session of the North Carolina General Assembly amended G.S. 115C-296 by including: "It is the policy of the State of North Carolina to encourage lateral entry into the profession of teaching by skilled professionals from the private sector."

The State Board of Education has adopted policies to implement lateral entry which limits such certification to individuals who have been selected for employment by a North Carolina school system.

Effective July 1, 1985.

GRADE LEVELS AND/OR SUBJECT AREAS COVERED:

Major areas for which the state has established certification

WHO OPERATES: IHE (under the Modified Plan, the LEA)

REQUIREMENTS TO ENTER:

A bachelor's degree.

Application for Lateral Entry Certification is limited to those individuals who have been selected for employment by a North Carolina school system.

Application for certification must be a joint application by the individual and employing schools system with complete documentation of all supporting credits, experience, test scores and other pertinent information.

Only degrees and credits from regionally accredited institutions will be acceptable.

The class of Lateral Entry Certification will be the same as that issued to regular teacher education program graduates based on the degree(s) held and the major area of study completed.

Application for certificate may be filed by individual who has satisfied all major degree requirements but may still have some minor deficiency or technical requirement to be satisfied. Shortage may not exceed 6 hours and must be satisfied prior to beginning of following fiscal year.

The National Teacher Examination (NTE) Specialty Area Exam must be successfully completed on the next available test date.

<u>For the Modified Certification Plan:</u>

The local school district must submit to the state a plan to enable the individual

to attain the required competencies, either through college coursework or professional development training.

The school district must also apply to the state for a waiver of regular teacher certification requirements.

PROGRAM DESCRIPTION:

The individual must complete professional education and/or other requirements for clear certification through an approved teacher education program at a participating college.

This work must be completed at a minimum rate of 6 semester hours per year with all requirements completed within five years.

The college will file a recommendation for certification upon completion of the teacher education program.

The NTE Professional Knowledge Exam must be successfully completed prior to a certification recommendation by the college after completion of the professional education and/or other certification requirements.

Evaluations for clear certification for Lateral Entry teachers should be completed by a North Carolina institution with an "approved" teacher education program in the certification area.

Such evaluations should reflect appropriate knowledge and skill from previous training and experience as it relates to the competencies specified for the various areas of certification.

Successful teaching experience in the program for initially certified personnel will be accepted for the student teaching requirement.

Other appropriate professional training activities in this program must be reflected in the evaluation for full certification.

<u>Under the Modified Certification Plan:</u>

The local school district may propose a plan to enable the individual to attain the required competencies either by completing coursework at a college or through professional development training.

Upon successful completion of the plan, the school district would verify the individual's competencies and recommend certification.

The individual would have five years to complete the plan.

NO. OF CREDIT HOURS TO COMPLETE:

6 semester hours must be completed each year.

Under the Modified Certification Plan:

The individual could be required to complete professional development training instead of college coursework.

WHO EVALUATES: IHE -- under the Modified Plan, the LEA

LENGTH OF TIME:

One-year certificate, renewable upon completion of experience and credit requirements.

The individual has five years to complete all of the required competencies.

Two years of successful experience and successful completion of the Initial Certification Program (ICP) are required of all Lateral Entry certified teachers to convert to a Continuing Certificate.

OTHER:

The state legislature provided for enhancing flexibility and accountability in education programs when it passed the School Improvement and Accountability Act of 1989. In May, 1990, the State Board of Education adopted a new policy, the "Modified Certification Plan," which would be applicable to "add-in" certification (an already-certified teacher obtaining a second endorsement to teach outside his/her subject field), and Lateral Entry Certificate holders. The Board decided that individuals could meet state-required competencies by means other than completion of an approved college teacher education program. A local school district would propose a plan for certifying that the individual had attained the required competencies in all categories specified by the Board for each area of certification. Although it would be possible for an individual to be assessed and be found to already possess all of the required competencies -- without completing either college coursework or professional development training -- a state official said this was unlikely.

As of the end of May, school district plans had been submitted to the State Department of Education, but state officials had not yet received reactions from colleges with approved teacher preparation programs. In each school district plan, the district may show that it will collaborate with a college, if that is appropriate, or propose a professional development plan.

A state official said there have been problems with the existing Lateral Entry program, because in some cases no college was located near the school district, while in other cases, the college did not offer the necessary courses at a time when a working, full-time teacher could attend. At the end of May, plans were undergoing further review, and officials expected the State Board to give final approval at a meeting during the summer, and the Modified Certification Plan was expected to go into effect in the fall.

STATE: Vermont

TITLE: License by Evaluation

HISTORY: Regulations issued in 1971.

GRADE LEVELS AND/OR SUBJECT AREAS COVERED: Not specified.

WHO OPERATES: State

REQUIREMENTS TO ENTER:

A bachelor's degree.

Competence, preparation, and experience in the subject to be taught.

PROGRAM DESCRIPTION:

The individual may be licensed by the Standards Board for Professional Educators through an evaluation process.

The Standards Board shall recommend individuals for evaluation based on evidence of competence, preparation, and experience in the field for which a license is being sought.

The evaluation is conducted by a peer review panel, with members including a faculty member from a college (for example, to evaluate a person to teach science, this panel member might be a college science professor) and licensed teachers (who have experience in that same specialty).

The panel may recommend that the individual be licensed without reservation or that he/she be licensed with reservation, after completing additional college coursework.

The peer review panel's written recommendation is presented to the State Board, which makes the final determination regarding the license.

NO. OF CREDIT HOURS TO COMPLETE: Coursework may be required.

WHO EVALUATES: State Board of Education

LENGTH OF TIME: Not applicable, unless additional coursework is required.

STATE: Vermont

TITLE: Transcript analysis

HISTORY: In operation since about 1964.

GRADE LEVELS AND/OR SUBJECT AREAS COVERED: Not specified.

WHO OPERATES: State

REQUIREMENTS TO ENTER:

The individual must have prior teaching experience -- which could include private schools.

PROGRAM DESCRIPTION:

The individual's transcripts are analyzed.

The state will specify certain courses the individual must complete in order to qualify for certification, a state official said this would not be an entire teacher training program.

NO. OF CREDIT HOURS TO COMPLETE: Varies for applicants.

WHO EVALUATES: State Board of Education

LENGTH OF TIME: Varies according to coursework required.

OTHER:

On May 25, 1990, a state staff member said that within the previous week, the state had decided to "get away" from issuing licenses under this provision, because it was felt that individuals were using it to bypass approved teacher education programs.

Other Teacher Certification Programs Available to Person's Who Already Have at Least a Bachelor's Degree

STATE: Alaska

Note: State officials said an individual must complete an approved teacher education program in order to be certified in the Alaska.

STATE: Arizona

TITLE: Emergency Certificate

MOTIVATION: Shortage

WHO OPERATES: LEA

REQUIREMENTS TO ENTER:

A bachelor's degree.

The local school district certifies that no qualified teacher can be found.

PROGRAM DESCRIPTION:

State officials said emergency certification is seldom issued in metropolitan areas. It is usually used in isolated, remote areas.

The certificate is valid only for the specific school and specific assignment for which it was issued.

LENGTH OF TIME:

Valid for one year.

May be renewed if the local school district shows that the shortage still exists and the individual completes six semester hours of coursework per year toward completion of regular teacher education requirements.

STATE: Arkansas

TITLE: Probationary Provisional Certificate

MOTIVATION: Shortage

WHO OPERATES: State

REQUIREMENTS TO ENTER:

A bachelor's degree with a major or concentration of study in a teacher certification area.

A 2.5 overall grade point average or a 2.5 in the major or concentration area.

At least a minimum score on the appropriate NTE Specialty Area Examination for a standard certificate, and on the Pre-Professional Skills Test (PPST) or satisfactory completion of the GRE.

A letter from the local school district superintendent verifying that the school district has been unable to employ a certified teacher acceptable for the teaching assignment and that the applicant will be employed for the current year. The district must obtain and maintain documentation to validate its search, as well as documentation of reasons for denying the position to a certified person. This documentation must be presented to the state, upon request.

The individual must file an application for a teaching certificate with the state.

PROGRAM DESCRIPTION:

The applicant must submit a Probationary Preparation Plan for attending an Arkansas college which has a state-approved teacher preparation program.

The Plan must include:

1. A beginning week-long training session, emphasizing the knowledge and skills essential for effective instruction, including classroom management, lesson preparation, and motivation and characteristics of students; the training may be provided by the regional educational co-op;

2. All of the subject matter field requirements for initial certification;

3. Any requirements set by the Arkansas General Assembly for initial certification;

4. A 6-semester hour supervised teaching practicum and sequenced experiences that are equivalent with those required in the professional studies component for initial certification; during the first year of teaching, the teacher is supervised through a cooperative endeavor between the employing local school district and the college; the college may contract with another college to assist in the supervision.

The state evaluates the individual and develops a deficiency removal plan.

With three years of teaching experience, the state can waive the requirement for supervised teaching.

When all deficiencies have been removed, the individual will be eligible for an Arkansas six-year teaching certificate only if he/she has made at least a minimum score on the NTE Test of Professional Knowledge and has at least a 2.5 grade point average on the semester hours earned through the Probationary Preparation Plan.

This route is not an NCATE program and is for the purpose of Arkansas certification only.

WHO EVALUATES: State

LENGTH OF TIME:

Valid for one year; may be renewed for an additional one-year period only if at least one-third of the deficiencies have been completed; an individual cannot receive more than two renewals.

STATE: California

TITLE: Emergency Teaching Permit

HISTORY: Available for nearly 40 years.

MOTIVATION: Shortage

GRADE LEVELS AND/OR SUBJECT AREAS COVERED: All

WHO OPERATES: LEA

REQUIREMENTS TO ENTER:

A bachelor's degree.

Successfully complete the CBEST basic skills test.

Have completed specified subject matter preparation in the areas assigned to teach OR have passed the appropriate subject matter portions of the NTE.

A request from the local school district, with approval of local school board, that declares it has been unable to find a fully credentialed teacher to fill the vacancy.

A teachers' union may agree or disagree with the school district's justification.

The school district must first consider other alternative certification routes (such as district or university internships), and must have rejected those routes.

PROGRAM DESCRIPTION:

Effective January 1, 1990:

The individual must:

Attend an orientation to curriculum and to techniques of instruction and classroom management;

Teach only with assistance and guidance of a certified employee who has completed at least four years of full-time teaching;

Be enrolled in a credential preparation program.

The individual will be eligible for a clear credential with completion of the teacher preparation program, a fifth-year of study, and special course requirements.

The state legislature expressed its preference for the use of internships over the emergency route; lawmakers enacted a sunset provision so no emergency permits may be available after June 30, 1994.

Currently, the state issues three types of Emergency Teaching Permits:

Long-term -- the vast majority fall into this group; renewed annually for individuals who complete required coursework toward a full credential;

30-day -- for substitutes;

One-year, non-renewable -- usually used for individuals who are certified to teach in another state; since California does not accept a college major in education, they may have to complete additional requirements; they must also pass the CBEST basic skills test and must also either pass the NTE or be certified by a college as possessing an equivalency in the subject matter area.

NO. OF CREDIT HOURS TO COMPLETE:

6 semester units per year to qualify for renewal.

To meet state requirements, they must complete:

18 semester units in secondary single subject; OR

40 semester units in elementary multiple subjects.

WHO EVALUATES: LEA

LENGTH OF TIME:

Valid for one year.

May be renewed if the school district verifies that the individual is participating in on-going training, coursework, or seminars designed to prepare the individual to become a fully credentialed teacher.

STATE: California

TITLE: Eminence Credential

HISTORY: First available in the early 1950s.

MOTIVATION:

To enable a local school district to employ an individual from another profession who possesses unique abilities.

GRADE LEVELS AND/OR SUBJECT AREAS COVERED: All

WHO OPERATES: LEA

REQUIREMENTS TO ENTER:

The local school district must nominate the individual for a specific teaching assignment.

PROGRAM DESCRIPTION:

The individual must pass the CBEST basic skills test during the first year of teaching.

The individual is eligible for a clear credential upon completion of three years of successful teaching.

NO. OF CREDIT HOURS TO COMPLETE: Not applicable.

WHO EVALUATES: LEA

LENGTH OF TIME:

The credential is valid for one year and may be renewed.

If it has been renewed three times, the individual is eligible to apply for a full teaching credential.

OTHER:

Fewer than 10 such credentials are issued each year. During the 1988-89 school year, only one Eminence Credential was issued, compared to 20,000 other first-time teaching credentials issued.

STATE: California

TITLE: Sojourn Credential

HISTORY: Available for at least 20 years.

MOTIVATION:

Currently used to provide native speakers of Spanish to teach secondary Spanish courses or bilingual classes.

GRADE LEVELS AND/OR SUBJECT AREAS COVERED: Currently, Spanish and bilingual.

WHO OPERATES: LEA

REQUIREMENTS TO ENTER: LEA must nominate the individual.

PROGRAM DESCRIPTION:

The individual is allowed to teach without having earned a bachelor's degree -- the only such program still in effect in California.

The individual must have completed 90 semester units of college study.

Holders of this credential are currently used to teach high school Spanish and bilingual classes.

The individual must pass the CBEST basic skills tests within the first year, in order to qualify for renewal.

The credential may be renewed if the individual completes an additional 6 semester units of coursework each year toward completion of an approved college teacher education program and a bachelor's degree (if the individual has no degree).

NO. OF CREDIT HOURS TO COMPLETE:

6 semester units per year toward completion of an approved teacher education program and bachelor's degree.

WHO EVALUATES: LEA

LENGTH OF TIME:

One year; renewable if the individual passes the CBEST and completes 6 semester units of coursework in an approved teacher education program.

OTHER:

A state official said these individuals are largely recruited in Spain and Mexico, teach for one year, do not complete the basic skills test or the required college coursework, and return to their home countries.

STATE: Delaware

TITLE: Critical Curricular Area Program

HISTORY: Legislation approved in 1986.

MOTIVATION:

The program was initiated in anticipation of shortages, based on projections, to provide classroom teachers in areas which are defined as critical and recruit teachers into these areas.

GRADE LEVELS AND/OR SUBJECT AREAS COVERED:

Limited to mathematics, chemistry, physical science, physics, computer science, and some areas of special education and foreign languages.

WHO OPERATES:

Governed by the State Board of Education which makes the rules and regulations for the program, and the College of Education at the University of Delaware which administers the Institute.

REQUIREMENTS TO ENTER:

A bachelor's degree in a specialty area.

The applicant has not completed a teacher education program.

Applicants may be:

Current teachers whose specialty areas are in a surplus condition -- for example, social studies, physical education, art -- and who therefore need to become certified in a second specialty;

Individuals who wish to enter teaching from other professions -- specifically those areas designated as critical; and

Undergraduate students who agree to teach in Delaware after graduation.

PROGRAM DESCRIPTION:

The state operates what is called a summer institute for teachers; courses may be taken year-round.

The state pays for participants to take education courses.

Non-degree applicants may also qualify for student loans, of up to $5,000 per year for four years, with one year of payments written off for every two years the individual teaches.

NO. OF CREDIT HOURS TO COMPLETE:

Minimum of 15 semester hours of coursework in education, including 6 semester hours of student teaching; content courses to meet specific requirements in subject areas (chemistry, physics, etc.)

WHO EVALUATES: State

LENGTH OF TIME: No limit

STATE: District of Columbia

TITLE: Provisional Certificate

REQUIREMENTS TO ENTER:

Bachelor's degree in teaching area.

Completed application forms.

PROGRAM DESCRIPTION:

One is allowed to teach while completing regular teacher education course and other certification requirements.

Valid for one year; may be renewed a maximum of four times.

STATE: Georgia

TITLE: Temporary Provisional (B) Certificate

History: Available since 1949.

MOTIVATION:

Enables an individual to teach while completing requirements for professional certification.

REQUIREMENTS TO ENTER:

The individual must meet all content requirements in teaching field.

PROGRAM DESCRIPTION:

The individual must complete a minimum of 10 quarter hours of college credit or state-approved staff development credit per year, toward meeting requirements specified in a state evaluation.

The individual must meet all special state requirements, including a passing score on the certification test, prior to the end of the first validity period.

NO. OF CREDIT HOURS TO COMPLETE:

A minimum of 10 quarter hours per year

WHO EVALUATES: IHE and/or LEA

LENGTH OF TIME:

Valid for one year.

Renewable twice, allowing a person to hold it for a maximum of three years.

STATE: Illinois

The State Board of Education is working with teacher preparation institutions to develop, in at least five institutions during the next three years, programs which are sufficiently flexible to enable non-traditional teacher candidates -- e.g., those wishing to change careers -- to become certificated.

Currently, Master of Arts in Teaching degree programs are offered, with completion in one or two years.

Previously certified individuals with teaching experience in public or private elementary and secondary schools of Illinois and those who have completed an approved program out-of-state may apply for Illinois certification by transcript evaluation.

STATE: Indiana

The state is considering alternative teacher certification.

Currently, a graduate of an accredited institution outside the state of Indiana must submit credentials for evaluation to the Division of Teacher Certification or enroll in an approved teacher education program at an Indiana college or university. Those who have completed a teacher preparation program or a significant body of professional education work at an out-of-state institution should submit their credentials to the Teacher Certification office.

All other candidates should contact the education certification advisor at the university or college of their choice.

STATE: Iowa

TITLE: One-Year Conditional License -- Not renewable

May be issued to an individual:

Who has not completed all required components in professional education core. The following must have been completed: pre-student teaching field-based experience; methods of teaching, with an emphasis on the subject and grade level endorsement desired; and student teaching in the subject area and grade level endorsement desired).

Who has not completed an approved human relations component.

Who meets requirements for a valid certificate, but has had less than 160 days teaching during the five-year period immediately preceding the date of application.

Whose degree will not be granted until the next regular commencement. In this case, the applicant must have completed all requirements of an approved preparation program.

The One-Year Conditional License requires the individual to have completed an approved teacher education program, including supervised student teaching. The first two options for the license relate to specific state requirements. The Conditional License is not issued to a person who has not been prepared as a teacher.

STATE: Kansas

The state is considering alternative teacher certification.

Currently, Kansas bases certification on the completion of state-approved programs. A minimum cumulative grade point average of 2.5 on a 4.0 grade point scale is required for all initial certificates issued after September 1, 1985.

Kansas does not base certification on a transcript analysis.

Kansas does not have reciprocity with any other state.

STATE: Louisiana

TITLE: Temporary Certificate

MOTIVATION: Shortage

REQUIREMENTS TO ENTER:

Application must be supported by the following statement from the employing superintendent:

"I hereby certify that there is no certified, qualified, competent, and suitable person available for this position and that the applicant named above is the best qualified person open for employment in the position hereinabove described."

A bachelor's degree.

An appropriate NTE score submitted with application.

The certificate is issued to the local school board, not the individual.

PROGRAM DESCRIPTION:

The individual must complete 6 semester hours earned in residence or by extension toward completion of a teacher education program each year, in order to continue teaching under the temporary certificate.

The state also issues a Provisional Certificate to a person who is certified to teach in another state, has completed a teacher education program, and has three years of teaching experience in the certificate field, but lacks the NTE.

NO. OF CREDIT HOURS TO COMPLETE:

6 semester hours per year until all requirements for an approved program are met.

LENGTH OF TIME: Valid for one year; renewable.

STATE: Maine

TITLE: Conditional Certificate

MOTIVATION: Shortage

GRADE LEVELS AND/OR SUBJECT AREAS COVERED: All

WHO OPERATES: State

REQUIREMENTS TO ENTER:

The subject area for which the endorsement is sought is required by statute or rule to be offered by the school.

The LEA has actively sought to employ a Provisional or Professional Certificate holder for the subject, but has been unable to do so.

The applicant meets the academic requirements for the particular endorsement.

Approval by the support system of an action plan for Conditional Certificate holders.

If applying for a Conditional Certificate requiring a baccalaureate degree, the individual must have achieved qualifying scores on the Core Battery of the NTE or not yet have taken the examination. If not, the applicant must achieve qualifying scores on the communication skills and general knowledge components of the Core Battery during the initial term of the certificate as a prerequisite for renewal, further renewal, or issuance of a Professional Certificate.

The Conditional Certificate may not be suspended or revoked by the Commissioner due to the holder's failure to achieve the requisite qualifying scores during the certificate periods described in this paragraph.

An applicant who has taken but not achieved qualifying scores on the NTE is not eligible for this Conditional Certificate.

PROGRAM DESCRIPTION:

For renewal, the applicant must:

Demonstrate to the support system that he/she has annually completed the amount of approved study ordinarily required for renewal of a professional certificate. Approved study must consist of courses unless the Department gives advance approval to an action plan which substitutes in-service training for courses, in whole or in part.

Obtain approval by the support system of an action plan for Conditional Certificate holders.

Obtain a recommendation of the support system that a Conditional

Certificate be renewed or that a Professional Certificate be issued.

LENGTH OF TIME:

The Commissioner may renew a Conditional Certificate for not more than two additional one-year terms in unforeseeable and extenuating circumstances of genuine hardship.

STATE: Massachusetts

TITLE: Internship

HISTORY: Began under revised state regulations, September 1982.

MOTIVATION:

For applicants who have not completed a Massachusetts approved or registered education program. This program is not shortage based and interns may be hired, regardless of whether or not a school district has available a qualified, certified teacher who could fill a position.

GRADE LEVELS AND/OR SUBJECT AREAS COVERED: All

WHO OPERATES: IHE or LEA

REQUIREMENTS TO ENTER:

The individual files an application for certification.

The Massachusetts Bureau of Teacher Preparation evaluates and notifies the individual whether he/she is ready to undertake an internship.

The internship may be used in lieu of the previously required completion of a half practicum -- the traditional student teaching experience, which is college sponsored and evaluated.

The Bureau will not approve an applicant as an intern until he/she is no more than two courses away from certification.

For internships sponsored by local school districts, the applicant must find a district willing to accept him/her as an intern.

The school district then registers the applicant with the Bureau as an intern.

This program is often used by already-certified teachers wishing to gain certification in a new subject area and by those certified teachers from out-of-state who are not covered by reciprocal agreements.

PROGRAM DESCRIPTION:

The state does not issue the intern a teaching credential, but the individual is permitted to enter the classroom under the internship process.

The school district determines whether the intern will be paid.

If the internship is sponsored by a college, the institution may require the intern to take additional coursework at its option.

Interns must be assigned to teach at least one-fifth of the time of a regular teacher in the local school district.

NO. OF CREDIT HOURS TO COMPLETE:

The internship is 300 clock hours (compared to 150 clock hours of a half practicum in a college) of indirectly supervised teaching, sponsored either by a college (for credit) or by a local school district (not for credit).

WHO EVALUATES:

The intern will be indirectly supervised by two evaluators:

If college-sponsored, one evaluator comes from the college, one from the local school district;

If district-sponsored, both evaluators are designated by the school district, and may be head teachers, administrators, etc.

OTHER:

State officials say this is a popular route to certification. It is currently used by persons receiving an estimated 45 percent of all initial certificates issued by the state.

STATE: Massachusetts

TITLE: Waiver

HISTORY: Since the 1950s.

MOTIVATION:

A waiver allows an uncertified person to teach in shortage areas when a local school district, after a bona fide effort, has been unable to fill a position with a certified and qualified candidate.

GRADE LEVELS AND/OR SUBJECT AREAS COVERED:

Shortage areas, such as bilingual and special education.

WHO OPERATES: LEA

REQUIREMENTS TO ENTER:

A bachelor's degree.

Qualification in the specialty area to be taught.

Application for a waiver by the local school committee.

PROGRAM DESCRIPTION:

The individual is issued a waiver, but not a teaching credential.

The Bureau of Teacher Certification specifies coursework which must be completed, based upon its review of the applicant's educational transcripts.

The individual must show substantial progress toward completion of regular certification requirements in order to continue in this program.

Typically, a waiver might be issued to individuals who have completed a teacher education program or were certified out-of-state until they can show they have attained the competencies required for certification.

NO. OF CREDIT HOURS TO COMPLETE:

For renewal of the waiver, the individual must show substantial progress (usually three courses) toward completing regular certification requirements.

Coursework as prescribed by transcript evaluation.

WHO EVALUATES: State

LENGTH OF TIME:

The waiver is valid for one academic year.

Additional waivers may be requested by the school district if the shortage still exists, without a time limit -- but usually, certification can be obtained within three years.

Some school districts impose a time limit on the number of years a waiver request will be made.

For subsequent waivers to be considered, the teacher must show substantial progress (usually three courses) toward completing regular certification requirements.

STATE: Michigan

TITLE: Emergency Certificate

MOTIVATION:

A local school district must justify on the basis of an emergency shortage.

SUBJECT AREAS COVERED: All

WHO OPERATES: State

REQUIREMENTS TO ENTER:

A local school district must request and the district, not the individual, is granted an Emergency Certificate.

The district must show the state that it was unable to hire a qualified, certified teacher or substitute teacher.

The district's search must include the use of placement centers at 30 colleges which have teacher education programs and the use of newspaper advertisements.

LENGTH OF TIME: One year.

OTHER: A state official said that issuance is "very rare."

STATE: Minnesota

TITLE: Limited License for Secondary School

MOTIVATION:

A local school superintendent must certify the non-availability of a fully certified teacher.

SUBJECT AREAS COVERED:

Secondary level in "those subjects in which the applicant has had adequate preparation."

WHO OPERATES: State

REQUIREMENTS TO ENTER:

A bachelor's degree from an accredited college with adequate preparation in the subjects to be taught.

Within the previous five-year period, the individual must have either:

Earned at least 8 quarter hours of college credit; OR

Had one year of teaching experience.

PROGRAM DESCRIPTION:

If qualified by the standards described above, the individual may be issued a Limited License, and may teach in secondary school departments, four-year secondary schools, junior secondary schools, senior secondary schools, and six-year secondary schools, those subjects in which he/she has had adequate preparation.

NO. OF CREDIT HOURS TO COMPLETE:

8 quarter hours of college credit must have been earned since the last Limited License was issued.

WHO EVALUATES:

This license shall be granted by the director of teaching licensure in accordance with criteria established by the Board of Teaching.

LENGTH OF TIME:

One year: renewable each year if the holder has completed 8 quarter hours of required college credit.

STATE: Montana

TITLE: Class 5 (Provisional) Teaching, Administrative or Specialist Certificate

MOTIVATION:

May be issued to applicants who have major preparation toward regular certification, but have minor discrepancies such as lack of recent credits or program deficiencies.

SUBJECT AREAS COVERED:

WHO OPERATES:

REQUIREMENTS TO ENTER:

Approval usually depends on the written recommendation of the appropriate official(s) with whom the applicant has outlined a plan of professional intent which commits the applicant to a program leading to regular certification.

Provisional elementary level: Elementary level endorsement is granted to an applicant who submits acceptable evidence of a partially completed elementary education program, provided the individual is not already a regular certified employee of a district where he/she has been under contract as a certified teacher during the last academic year (does not apply to a teacher who is selected for promotion at the same level or to administration within the district.); and the following minimum requirements have been met:

Bachelor's degree.

Minimum of 90 quarter (60 semester) credits of academic preparation in acceptable balance in language arts and literature, history, government and related social science, mathematics, and any two of the following: art, music, foreign languages, speech, dramatics, library science or health.

Professional preparation to include human growth and development, the teaching of reading or language arts, social science and arithmetic, and student teaching or appropriate intern experiences.

Provisional secondary level: Secondary level endorsement is granted to an applicant who submits acceptable evidence of a partially completed secondary education program, provided the individual is not already a regular certified employee of a district where he/she has been under contract as a certified teacher during the last academic year (does not apply to a teacher who is selected for promotion at the same level or to administration within the district.); and the following minimum requirements have been met:

Bachelor's degree.

Major preparation of at least 45 quarter (30 semester) credits in an area commonly offered in high school programs in Montana and approved by the

Board of Public Education for endorsement;

8 quarter (6 semester) credits in a planned program of professional teacher education, and admission to the secondary teacher education program of an accredited college or university.

NATURE OF PROGRAM (PROGRAM DESCRIPTION)

The individual must make yearly progress toward completing deficiencies for full certification.

NO. OF CREDIT HOURS TO COMPLETE:

Depends on the college program the individual plans to complete.

WHO EVALUATES:

The state certification office evaluates for initial certification; the college must verify completion of program before further certification is available.

LENGTH OF TIME:

Three years, not renewable.

May be extended up to two years under special circumstances, if an individual provides verification from the school district or college that the special circumstances were not the fault of the individual and were the result of involvement with the district or college.

STATE: Nevada

TITLE: Provisional License

MOTIVATION: Emergency shortages

SUBJECT AREAS COVERED: All

WHO OPERATES: LEA and IHE

REQUIREMENTS TO ENTER:

The local school district superintendent requests issuance of the Provisional License.

PROGRAM DESCRIPTION:

The recipient of the Provisional License must remove all provisions (deficiencies) by one year from the date of issuance.

NO. OF CREDIT HOURS TO COMPLETE: Varies for applicants.

WHO EVALUATES: LEA and IHE

LENGTH OF TIME: One year

OTHER:

Officials said the state currently has no way for a person to teach without first completing an approved teacher education program and student teaching. A Professional Development Degree in Science & Education, offered by the University of Nevada-Las Vegas, is considered to be above a bachelor's but below a master's, but counts for state purposes only as a bachelor's. This degree is designed for persons who already hold a bachelor's degree (not in education), and provides a means for them to complete the required education coursework, including student teaching. A state official said that persons going through this program do not enter a classroom to teach until after they have completed the degree program.

STATE: New Hampshire

TITLE: Emergency Permission to Employ

MOTIVATION: Shortage

GRADE LEVELS AND/OR SUBJECT AREAS COVERED:

WHO OPERATES: State

REQUIREMENTS TO ENTER:

A bachelor's degree.

The local school district must request because of emergency need.

PROGRAM DESCRIPTION:

The individual has one year in which to become certified.

The individual may be observed and evaluated in the classroom, in lieu of student teaching, if the college chooses to do so.

LENGTH OF TIME: One year

STATE: North Dakota

TITLE: Emergency License

MOTIVATION: Shortage

GRADE LEVELS AND/OR SUBJECT AREAS COVERED: All

WHO OPERATES: State Department of Public Instruction

REQUIREMENTS TO ENTER:

The local school district requests issuance of the Emergency License, certifying that it is improbable that a regularly certified teacher can be employed, and stating its intent to offer the applicant a contract if the certificate is issued.

A bachelor's degree in area to be taught.

The applicant must have proficiency in the area to be taught.

PROGRAM DESCRIPTION/NO. OF CREDIT HOURS TO COMPLETE:

At least 8 semester hours or 12 quarter hours from a college approved teacher education program.

Additional college credit in area of study, leading to regular certification.

WHO EVALUATES: Director of Teacher Certification

LENGTH OF TIME: One year

Approval of a renewal request depends on supply of and demand for the teacher, as evidenced by documented efforts by the school district to obtain a certified teacher for the position.

Renewal is also contingent on completion by the individual of at least 8 semester hours or 12 quarter hours of additional college credit in the area of study, leading to regular certification.

STATE: Ohio

TITLE: Temporary Teaching Permit

HISTORY: Legislation passed in 1989 -- a new pilot program starting in fall 1990.

WHO OPERATES: LEA

REQUIREMENTS TO ENTER:

A bachelor's degree.

Major in the teaching subject.

PROGRAM DESCRIPTION:

The individual can teach up to six hours per week in the classroom.

The local school district can use the permit to obtain the teacher as a volunteer, or in a business-industry related or paid position.

The teacher is to be highly supervised.

Pilot in 12 local school districts for two years.

WHO EVALUATES: State Department of Education reports to legislature.

LENGTH OF TIME: Two years.

STATE: South Dakota

The issue of alternative teacher certification will be discussed by the State Board of Education during 1990. A state official said if one is adopted, official regulations for an alternate route could be in place in 1991.

The South Dakota Board of Education issues a single basic teacher certificate. The type of certification is indicated by endorsements on the certificate.

STATE: Tennessee

TITLE: Interim Probationary License Type B

WHO OPERATES: State

REQUIREMENTS TO ENTER:

The local school district superintendent must state the district's intent to employ.

The individual must already meet all licensure requirements except completion of testing as determined by the State Department of Education.

PROGRAM DESCRIPTION:

While working under this credential, the individual must complete the required testing.

NO. OF CREDIT HOURS TO COMPLETE: Not applicable.

WHO EVALUATES: Not applicable.

LENGTH OF TIME:

Valid for one calendar year -- until the following August 31.

Not to be issued more than two times.

STATE: Tennessee

TITLE: Permit to Teach

MOTIVATION: A local school district has a documented need.

GRADE LEVELS AND/OR SUBJECT AREAS COVERED: All

WHO OPERATES: State

REQUIREMENTS TO ENTER: The local school district must request and document its need.

PROGRAM DESCRIPTION:

A teacher working under this permit is not required to pursue additional training to qualify for a regular license.

NO. OF CREDIT HOURS TO COMPLETE: Not applicable.

WHO EVALUATES: LEA

LENGTH OF TIME:

Valid for one year; renewable, no limit set by law.

STATE: Utah

TITLE: Eminence or Special Qualification Authorization

HISTORY: About 1975, revised March 31, 1989.

MOTIVATION:

To employ an individual who has not been through a traditional teacher education program, but who is recognized as an expert in his/her field or is otherwise well-qualified for a particular assignment. Example: an actor or actress, artist, musician, scientist or other person who has achieved prominence or outstanding qualification, but who could not qualify for a teaching certificate.

GRADE LEVELS AND/OR SUBJECT AREAS COVERED: Areas of recognized expertise.

1. Eminence is defined as "Distinguished superiority as compared with others in rank, status, character, and attainment or superior knowledge and skill in comparison with the generally accepted standards and achievements in the area in which authorization is sought."

2. Special Qualification is defined as "Outstanding background in a subject field or area but not to the degree of eminence."

WHO OPERATES: LEA

REQUIREMENTS TO ENTER:

Any person who has achieved eminence or outstanding qualification in a field taught in the public schools of Utah.

PROGRAM DESCRIPTION:

The authorization is issued for a limited assignment and responsibility in a specified field.

The individual is limited to teaching two periods per day.

NO. OF CREDIT HOURS TO COMPLETE: Not applicable.

LENGTH OF TIME:

The authorization is issued for one year and is renewable for one-year periods.

OTHER:

The State is currently looking at alternative certification. On May 18, 1990, the State Advisory Commission on Teacher Education made a report on alternate routes to the State Board of Education.

STATE: Utah

TITLE: Letter of Authorization

HISTORY: In existence for at least 27 years.

MOTIVATION: Shortage; a fully certified person cannot be found.

GRADE LEVELS AND/OR SUBJECT AREAS COVERED: All

WHO OPERATES: State

REQUIREMENTS TO ENTER/PROGRAM DESCRIPTION:

After the supply of qualified, certificated teachers has been exhausted, a local school district may apply for a Letter of Authorization to employ a particular person to fill a specified position.

A bachelor's degree.

The individual cannot lack more than 6 semester hours or 9 quarter hours of credit in order to meet requirements for the initial certificate, or can provide an acceptable recommendation from a training institution indicating that the deficiency for graduation and recommendation for certification can be filled within one year.

LENGTH OF TIME:

Issued on a year-by-year basis.

Under extreme circumstances, the completion of requirements may extend beyond one year.

STATE: Vermont

TITLE: Waiver

HISTORY: In operation since 1982.

MOTIVATION: Shortage

GRADE LEVELS AND/OR SUBJECT AREAS COVERED: Not specified.

WHO OPERATES: State

REQUIREMENTS TO ENTER:

The local school district must advertise for a certified teacher during the summer. If none can be found by fall, the school district selects the best available candidate and requests a waiver for him/her from the state.

PROGRAM DESCRIPTION:

The state may approve or disapprove the waiver, and the state professional standards board -- which has a teacher majority -- must officially ratify the waiver.

The state expects the local school district to provide the teacher with supervision.

Teaching experience gained under a waiver can be used to satisfy the state requirement for the completion of student teaching or an equivalent learning experience.

A large number of teachers serving under waivers take courses toward regular certification.

NO. OF CREDIT HOURS TO COMPLETE: None, unless the individual seeks certification.

WHO EVALUATES: LEA

LENGTH OF TIME:

Valid for one year; may be renewed once if the school district's need still exists.

STATE: Washington

TITLE: Consultant Special Certificate

MOTIVATION:

No person with regular certification in the field is available as verified by the local school district or educational service district superintendent.

GRADE LEVELS AND/OR SUBJECT AREAS COVERED:

Persons highly qualified and experienced in fields of knowledge to be taught in the common or non-public schools.

REQUIREMENTS TO ENTER:

Such certificates are issued to individuals who are screened by the local school district or educational service district superintendents. The educational service or local district superintendent will verify that the following conditions have been met when requesting the Consultant Special Certificate:

1. No person with regular certification in the field is available as verified by the school district or educational service district superintendent;

2. The individual will be delegated primary responsibility for planning, conducting, and evaluating instructional activities and will not be serving in a paraprofessional role which would not require certification;

3. The individual is being certificated for a limited assignment and responsibility in a specified activity/field;

4. Personnel so certificated will be oriented and prepared for the specific assignment and will be apprised of any legal liability, the lines of authority, and the duration of the assignment; and

5. The school district or educational service district superintendent will indicate the basis on which he/she has determined that the individual is competent for the assignment and will verify that general requirements for certification as set forth in WAC 180-75-085 (age and character) have been met.

LENGTH OF TIME:

Valid for one year and only for the activity specified. The certificate may be reissued on application and evidence that requirements continue to be met: *Provided*, that the superintendent of public instruction may extend the validity of the certificate for more than one year but no more than four years.

OTHER:

The State of Washington also issues EMERGENCY CERTIFICATES. Emergency certification for specific positions may be issued upon the recommendation of local school district and educational service district superintendents to persons who hold the appropriate degree and have substantially completed a program of preparation in accordance with Washington requirements for certification: *Provided*, that a qualified person who holds regular certification is not available or that the position is essential and circumstances warrant consideration of issuance of an emergency certificate.

STATE: West Virginia

TITLE: "Permit for Full-Time Teaching" (an emergency license)

HISTORY: Since the 1960s or early 1970s

MOTIVATION: Shortage

GRADE LEVELS AND/OR SUBJECT AREAS COVERED: All

WHO OPERATES: IHE

REQUIREMENTS TO ENTER:

A bachelor's degree in any subject.

Required semester hours in the content area.

PROGRAM DESCRIPTION:

The individual is given five years to complete a traditional approved college teacher education program; requirements of programs vary from college to college.

The state does not require student teaching as a part of approved programs. It requires "performance assessment," which most colleges interpret as being the equivalent of student teaching. Some colleges instead use on-the-job assessment to meet this requirement, but other colleges will not permit it.

NO. OF CREDIT HOURS TO COMPLETE: As required to complete an approved teacher education program.

WHO EVALUATES: IHE

LENGTH OF TIME:

One year permit, renewable to five years.

STATE: Wisconsin

TITLE: Permits

MOTIVATION: Shortage; a satisfactory qualified person is not available

GRADE LEVELS AND/OR SUBJECT AREAS COVERED: Not specified

WHO OPERATES: Not specified

REQUIREMENTS TO ENTER:

The individual meets minimum statutory requirements but does not meet the minimum code requirements for teaching.

The district administrator or designated official of the school system shall request a permit in writing with full explanation and justification of the need. The request shall state that a satisfactory qualified person is not available.

PROGRAM DESCRIPTION:

The permit is recognized as a substandard license issued to an unqualified person and expires on June 30 or earlier in the school year of issuance.

NO. OF CREDIT HOURS TO COMPLETE:

Renewal of a permit may be granted under circumstances which include the satisfactory completion by the applicant of a minimum of 6 semester credits in an approved program of teacher education between the date of issuance and the date of renewal.

WHO EVALUATES:

The state superintendent may issue or deny a permit.

The district administrator shall request a renewal of a permit.

LENGTH OF TIME: One year or fraction thereof; renewable.

OTHER:

LICENSE BASED UPON EXPERIENCE: a two-year license may be issued to a person who presents evidence of having completed an approved program in teacher education, except student teaching. Evidence shall be provided verifying five or more years of successful teaching experience in the subject or grade level of preparation. A three-year renewal license may then be issued upon two years of successful teaching experience under the two-year license. Eligibility for a license for such a person is established at the end of five years of successful teaching experience in Wisconsin while holding the two- and three-year licenses, respectively.

STATE: Wyoming

TITLE: Temporary Employment Permit

MOTIVATION: Shortage

GRADE LEVELS AND/OR SUBJECT AREAS COVERED: All

WHO OPERATES: LEA

REQUIREMENTS TO ENTER:

A bachelor's degree from an NCATE or regionally accredited college or university.

Extensive training and/or experience related to the discipline to be taught.

Certification is requested by the local school district.

PROGRAM DESCRIPTION:

The Permit is issued to an individual if requested by the school district.

The state requires that the school district develop a plan including in-service training, monitoring, and supervision by certified personnel.

LENGTH OF TIME: Current school year only; non-renewable.

NUMBERS OF TEACHING CERTIFICATES ISSUED BY TYPE, TOTAL NUMBERS OF TEACHERS, AND NUMBERS OF NEWLY HIRED TEACHERS, STATE-BY-STATE

This section attempts to show how many teaching certificates, by type, have been issued by the states in each of the last five years, how many teachers are employed and how many new teachers have been hired in each year.

There are huge gaps in the data. A number of states reports they had no way to know how many licenses of various types they had issued, much less the characteristics of the recipients, that is, whether they had entered teaching from an approved college program or through some other route.

Several states were not computerized and were therefore unable to provide even the numbers of various types of certificates they had issued. In other cases, they had computerized -- some only recently -- but had no computer programs for reporting the data. One state computer specialist said he would have to spend several hours writing a special program to retrieve the numbers.

The data on numbers of teachers and newly hired teachers is from the American Federation of Teachers.

ALABAMA

Number of Teaching Licenses Issued

	1989	1988	1987	1986	1985
Persons who completed an approved college teacher preparation program	7,855	5,387	N/A	4,888	4,127
Internship program					
Emergency Temporary	283	285	N/A	322	297
Alternative Route Non-Traditional Fifth-Year Programs	222	74	N/A	N/A	N/A
Other Minimum Curricular Evaluations	3,045	2,329	N/A	2,529	2,229
Interstate Certification Project (ICP) Contracts	149	61	N/A	95	44

	1989-90	1988-89	1987-88	1986-87	1985-86
Total Teachers Employed in the State		38,619	37,716	36,980	36,971
Newly Hired Teachers in Each Year		N/A	N/A	N/A	N/A

ALASKA

Number of Teaching Licenses Issued

	1989	1988	1987	1986	1985
Persons who completed an approved college teacher preparation program	~7,000	~6,500	~6,500	~6,000	~6,000
Internship program					
Emergency	~25	~20	~8	~5	~5
Temporary	~4	~5	~10	~10	~15
Alternative Route					

	1989-90	1988-89	1987-88	1986-87	1985-86
Total Teachers Employed in the State		6,319	6,225	6,448	6,120
Newly Hired Teachers		N/A	N/A	N/A	N/A

ARIZONA

Number of Teaching Licenses Issued

	1989	1988	1987	1986	1985
Persons who completed an approved college teacher preparation program	Data Not Available				
Internship program					
Emergency					
Temporary					
Alternative Route	3				
Other -- Probationary					

	1989-90	1988-89	1987-88	1986-87	1985-86
Total Teachers Employed in the State		39,911	30,707	27,933	24,003
Newly Hired Teachers in Each Year		N/A	N/A	N/A	N/A

ARKANSAS

Number of Teaching Licenses Issued

	1989	1988	1987	1986	1985
Persons who completed an approved college teacher preparation program	3,000	2,611	2,078	1,680	1,058
Internship program					
Emergency					
Temporary					
Alternative Route	10	11			
Other - Probationary	40	40	25	20	20

	1989-90	1988-89	1987-88	1986-87	9885-86
Total Teachers Employed in the State		28,495	25,572	24,476	24,003
Newly Hired Teachers in Each Year		1,147	1,307	1,182	1,377

CALIFORNIA

Number of Teaching Licenses Issued

	1989	1988	1987	1986	1985
Persons who completed an approved college teacher preparation program	(20,000*)	13,809	11,819	10,072	9,562
Internship program - District					
Enrolled	395				
Graduated from program	175				
Internship program - University					
Enrolled	704				
Have achieved a teaching credential	433				
Emergency Teaching Permits**	2,000				
Temporary					
Alternative Route					
Other - Eminence Credential	1				
Sojourn Credential	56				

* Figure for 1989 includes all types of first-time credentials issued.

** Emergency Teaching Permit total includes only long-term permits, not 30-day permits for substitutes or one-year non-renewable permits. The one-year permits are issued to persons certified to teach in another state. They have one year to successfully complete California's basic skills test and pass the NTE or obtain certification from an IHE that they have achieved equivalency in subject matter competency.

	1989-90	1988-89	1987-88	1986-87	1985-86
Total Teachers Employed in the State		198,521	195,475	189,426	183,330
Newly Hired Teachers in Each Year		N/A	N/A	8,730	7,680

COLORADO

Number of Teaching Licenses Issued

	1989	1988	1987	1986	1985
Persons who completed an approved college teacher preparation program	5,340	5,947	6,369	5,363	5,146
Internship program	--	--	--	--	--
Emergency	--	--	--	--	--
Temporary	--	--	--	--	--
Alternative Route	50*	50*	50*	50*	50*

	1989-90	1988-89	1987-88	1986-87	1985-86
Total Teachers Employed in the State		31,398	31,168	30,705	29,895
Newly Hired Teachers in Each Year		958	1,181	N/A	N/A

* Estimate

CONNECTICUT

Number of Teaching Licenses Issued

	1989	1988	1987	1986	1985
Persons who completed an approved college teacher preparation program					
Internship program					
Emergency					
Temporary					
Alternative Route	100**	100			
TOTAL CERTIFICATES ISSUED	11,553*	10,046	9,492	9,039	8,528

* In 1989, Connecticut also issued 35,000 new Professional Educator Certificates -- all holders of old standard and permanent certificates were required to apply for the new credential.
** Alternative certification program is starting its third summer session in 1990 -- 100 individuals have been in each yearly program (one-third of those applying to get in).

	1989-90	1988-89	1987-88	1986-87	1985-86
Total Teachers Employed in the State		35,800	35,050	37,506	37,063
Newly Hired Teachers in Each Year		811	700	543	N/A

DELAWARE

Number of Teaching Licenses Issued

	1989	1988	1987	1986	1985
Persons who completed an approved college teacher preparation program					
Internship program	--	--	--	--	--
Emergency					
Temporary					
Alternative Route					
Other					

	1989-90	1988-89	1987-88	1986-87	9885-86
Total Teachers Employed in the State		5,897	5,951	5,883	5,746
Newly Hired Teachers in Each Year		86	104	134	114

DISTRICT OF COLUMBIA

Number of Teaching Licenses Issued

	1989	1988	1987	1986	1985
Persons who completed an approved college teacher preparation program					
Internship program					
Emergency					
Temporary					
Alternative Route					
Other	175	100	43		

	1989-90	1988-89	1987-88	1986-87	9885-86
Total Teachers Employed in the State		6,572	6,232	5,999	5,871
Newly Hired Teachers in Each Year		205	160	312	275

FLORIDA

Number of Teaching Licenses Issued

	1989	1988	1987	1986	1985
Persons who completed an approved college teacher preparation program	~5,000	~5,000	~5,000	~5,000	~5,000

Note: State officials said they were unable to provide detailed data on the numbers of various certificates issued.

Internship program	
Emergency	
Temporary	
Alternative Route	N/A
Other	

	1989-90	1988-89	1987-88	1986-87	1985-86
Total Teachers Employed in the State		99,394	95,857	100,182	96,870
Newly Hired Teachers in Each Year		5,710	5,251	5,129	4,864

GEORGIA

Number of Teaching Licenses Issued

	1989	1988	1987	1986	1985
Persons who completed an approved college teacher preparation program					
PB Certificate a/					
Total issued	6,664	5,135	4,541	3,567	N/A
Still working at year's end	5,401	4,043	3,603	2,727	N/A
NT Certificate /b					
Total issued	7,335	7,000	6,721	4,243	N/A
Still working at year's end	4,836	4,667	4,310	2,778	N/A
Internship program					
Emergency Certificates (includes EBT /c)					
-Total issued /d	1,041	435	121	521	N/A
-Still working at year's end /e	264	223	72 /e	266	N/A
Temporary					
Alternative Route					
Other Provisional B Series Certificates (not including EBT) /g					
-Total issued	893	917	906	1,026	N/A
-Still working at year's end	725	729	692	818	N/A
Probationary Certificates /h					
-Total issued	2,054	1,877	1,687	1,615	N/A
-Still working at year's end	1,869	1,730	1,556	1,519	N/A

/a -- The State of Georgia has been changing to a performance-based certification system for a number of years. The new system has been in full force since 1985. The PB (Performance Based) Certificate is issued to an individual who: (1) passes an in-field criterion reference test on subject content, administered under state contract by an independent testing company; and (2) completes a successful on-the-job evaluation of teaching skills, independent from content, conducted by a team including a peer in the subject field, a school administrator, and an official from one of the state's regional assessment centers.

/b -- The NT Certificate was described by a state official as a "stepping stone to performance-based certification, which is replacing" the state's previous regular T Certificate. Over the past five years, teachers have been re-certified, except for those who were "grandfathered in" and were allowed to retain the T credential. Totals for NT Certificates issued therefore include former T Certificate holders who were re-certified, persons who were newly certified after completing approved teacher education programs, and persons who previously held Provisional Certificates but converted to regular certificates after completing state requirements.

/b -- The EBT is an Emergency Provisional Certificate. In this state data, it has been counted with Emergency Certificates. It is issued to a person who cannot yet obtain a regular certificate

because of such factors as recency of study, expiration of a certificate and the need for renewal, or the need to pass the certification test. Thus, it would be issued to a person who had been certified to teach in years past and is close to being certified again, but must meet new requirements which have been added for additional coursework or tests.

/c -- The holder of an Emergency Certificate may upgrade to a higher credential within a few months of the start of the school year, by completing additional coursework. He or she may therefore start the year with an Emergency Certificate and finish it with a different credential.

/d -- Only those teachers still working at year's end, whose certificates had not been upgraded.

/e -- A state official said it was thought that larger-than-usual numbers of teachers were upgraded from Emergency Certificates during this year, which resulted from the latest school reform movement in the state. The decline may have also reflected the reaction of LEA superintendents to criticism over the use of Emergency Certificates.

/g -- Provisional B Series Certificates are issued to persons in the state's alternative certification programs. The totals may be higher than the actual number of individuals involved, because one person may be issued two separate certificates -- one at the bachelor's degree level, the second at the master's degree level. These certificates include the: Temporary Provisional (TB) Certificate -- issued to an applicant who has been certified to teach in another state or holds a bachelor's degree in a field recognized for secondary certification, if in neither case does the person meet minimum certification requirements in the content of the teaching field; Special Provisional (XB) Certificate -- issued in a specific special education fields; and Provisional (B) Certificate -- issued to a person who is completing requirements for professional certification while employed.

/g -- Probationary (PA) Certificates are issued to persons who are already certified teachers in the state and who are completing requirements to add a new specialty, while teaching in that new field.

	1989-90	1988-89	1987-88	1986-87	1985-86
Total Teachers Employed in the State		62,552 b	62,280	58,019	57,769
Total Teachers Employed in the State /h		64,947	62,825	60,423	60,666
Newly Hired Teachers in Each Year		3,228 a	2,915 a	N/A	N/A
Newly Hired Teachers in Each Year /h /i		4,388	4,216	3,742	3,917

/h -- Data provided by the State of Georgia. A state official said Georgia counts teachers by Social Security number at the end of the school year, and state data refer to the total number of individual teachers, including both full and part-time. Data from the American Federation of Teachers (AFT) are for full-time equivalent teachers, and are therefore consistently lower than Georgia state figures.

/i -- These Georgia state data are for persons considered to have zero teaching experience in Georgia, but may also include individuals who are not newly-hired recent teacher education graduates. These could include some persons who were previously certified and taught in the state, then dropped out of teaching for some years and recently returned and were certified to teach in some slightly different subject area.

HAWAII

Number of Teaching Licenses Issued

	1989	1988	1987	1986	1985
Persons who completed an approved college teacher preparation program	2,200	2,700	1,600	1,500	N/A
Internship program					
Emergency					
Temporary					
Alternative Route/Special Cert.	8	9	16	14	25
Other					

	1989-90	1988-89	1987-88	1986-87	1985-86
Total Teachers Employed in the State	10,373	10,159	9,863	9,434	9,380
Newly Hired Teachers in Each Year	973	854	927	686	765

IDAHO

Number of Teaching Licenses Issued

	1989	1988	1987	1986	1985
Persons who completed an approved college teacher preparation program	4,284*	4,860*	5,432*	5,417*	5,089*
Internship program					
Emergency					
Temporary					
Alternative Route	New in 1990				
Other					

* Totals include all initial certificates and all renewals issued.

	1989-90	1988-89	1987-88	1986-87	1985-86
Total Teachers Employed in the State		10,425	10,258	10,234	10,255
Newly Hired Teachers in Each Year		510	497	445	534

ILLINOIS

Number of Teaching Licenses Issued

	1989	1988	1987	1986	1985
Persons who completed an approved college teacher preparation program (estimated)	N/A	6,736	5,483	5,158	5,480
Internship program					
Emergency					
Temporary					
Alternative Route					
Other					

	1989-90	1988-89	1987-88	1986-87	1985-86
Total Teachers Employed in the State		105,097	105,217	104,609	102,657
Newly Hired Teachers in Each Year		2,613	2,641	2,883	2,729

INDIANA

Number of Teaching Licenses Issued

	1989	1988	1987	1986	1985
Persons who completed an approved college teacher preparation program	3,300	5,350	3,621	5,165	6,856
Internship program	0	0	0	0	0
Emergency		745	905	873	726
Temporary					
Alternative Route	0	0	0	0	0
Other	0	0	0	0	0

	1989-90	1988-89	1987-88	1986-87	1985-86
Total Teachers Employed in the State		53,246	53,514	52,490	51,971
Newly Hired Teachers in Each Year		849	985	N/A	1,488

IOWA

Number of Teaching Licenses Issued

	1989	1988	1987	1986	1985
Persons who completed an approved college teacher preparation program*	4,000	4,000	4,100	4,250	4,130
Internship program					
Emergency					
Temporary					
Alternative Route					

* Totals include persons who completed teacher education programs both in-state and out-of-state. According to a state official, "These numbers are based on a review of applications received for each of these years; an estimate of applications from non-experienced teachers making initial application in Iowa."

	1989-90	1988-89	1987-88	1986-87	1985-86
Total Teachers Employed in the State	30,912	30,568	30,955	30,729	30,652
Newly Hired Teachers in Each Year**	792	795	811	831	N/A

** Beginning full-time teachers with no prior experience.

KANSAS

Number of Teaching Licenses Issued

	1989	1988	1987	1986	1985
Persons who completed an approved college teacher preparation program	4,088	3,808	3,589	3,666	3,822
Internship program	0	0	0	0	0
Emergency	0	0	0	0	0
Temporary	0	0	0	0	0
Alternative Route	0	0	0	0	0

	1989-90	1988-89	1987-88	1986-87	1985-86
Total Teachers Employed in the State		28,122	27,317	27,035	26,658
Newly Hired Teachers in Each Year		N/A	N/A	890	1,018

KENTUCKY

Number of Teaching Licenses Issued

	1989	1988	1987	1986	1985
Persons who completed an approved college teacher preparation program	7,000	6,800	6,500	6,200	6,000
Internship program					
Emergency					
Temporary					
Alternative Route	New				
Other					

	1989-90	1988-89	1987-88	1986-87	1985-86
Total Teachers Employed in the State		35,736	35,325	34,351	33,670
Newly Hired Teachers in Each Year		1,465	1,297	1,317	1,473

LOUISIANA

Number of Teaching Licenses Issued

	1989	1988	1987	1986	1985
Persons who completed an approved college teacher preparation program					
Internship program					
Emergency					
Temporary					
Alternative Route					
Other					

	1989-90	1988-89	1987-88	1986-87	1985-86
Total Teachers Employed in the State		43,633	42,433	43,056	42,530
Newly Hired Teachers in Each Year		2,699	2,533	N/A	2,621 a

MAINE

Number of Teaching Licenses Issued

	1989	1988	1987	1986	1985
Persons who completed an approved college teacher preparation program	400				
Internship program					
Emergency					
Temporary					
Alternative Route					
Other -- Conditional and Transcript Analysis	300				

	1989-90	1988-89	1987-88	1986-87	1985-86
Total Teachers Employed in the State		14,556	14,204	14,706	14,311
Newly Hired Teachers in Each Year		475	476	369	346

MARYLAND

Number of Teaching Licenses Issued

	1989	1988	1987	1986	1985
Persons who completed an approved college teacher preparation program	1,357	1,265	1,262	1,072	1,024
Internship program					
Emergency					
Temporary					
Alternative Route	57	45	25	23	8
Other (Credit count)	482	555	454		

	1989-90	1988-89	1987-88	1986-87	1985-86
Total Teachers Employed in the State		40,853	40,086	39,542	38,475
Newly Hired Teachers in Each Year		N/A	1,184	898	801

MASSACHUSETTS

Number of Teaching Licenses Issued

	1989	1988	1987	1986	1985
Persons who completed an approved college teacher preparation program	9,133*	6,880*	N/A	5,076**	3,075**
Internship program***	45% of total certificates issued in 1989				
Emergency					
Temporary					
Alternative Route -- ***					
Apprentice Teacher	5-10% of total in 1989				
Certificate Review Panel	>5% of total in 1989				
Other					

* Total number of certificates issued in each calendar year, including: multiple certificates to persons who were initially certified in more than one teaching specialty area; certificates issued in new specialties to persons who were already certified in the state; and all certificates issued in all educational categories -- to teachers, as well as administrators, counselors, and support staff. The total number of persons initially certified in all categories during calendar year 1989 was 6,174. The number of persons certified in previous years who were issued additional certificates in new areas during calendar year 1989 was 1,691.

** These figures are for fiscal years.

*** Estimated percentages of total certificates issued this year through this route.

	1989-90	1988-89	1987-88	1986-87	1985-86
Total Teachers Employed in the State		60,395	59,517	53,489	56,825
Newly Hired Teachers in Each Year		N/A	N/A	N/A	N/A

MICHIGAN

Number of Teaching Licenses Issued

	1989	1988	1987	1986	1985
Persons who completed an approved college teacher preparation program					
Internship program					
Emergency					
Temporary					
Alternative Route					
Other					

	1989-90	1988-89	1987-88	1986-87	1985-86
Total Teachers Employed in the State		79,582	80,081	77,013	76,166
Newly Hired Teachers in Each Year		N/A	N/A	N/A	2,436

MINNESOTA

Number of Teaching Licenses Issued

	1989	1988	1987	1986	1985
Persons who completed an approved college teacher preparation program	4,769	5,575	4,510	6,627	5,110
Internship program					
Emergency	90	218	100	162	NA
Temporary					
Alternative Route					
Other					

	1989-90	1988-89	1987-88	1986-87	9885-86
Total Teachers Employed in the State		42,752	42,133	41,445	40,857
Newly Hired Teachers in Each Year		1,482	1,395	1,506	1,586

MISSISSIPPI

Number of Teaching Licenses Issued

	1989	1988	1987	1986	1985
Persons who completed an approved college teacher preparation program	1,987	1,949	1,936	1,997	1,806
Internship program					
Emergency					
Temporary					
Alternative Route	199	201	160	40	N/A
Other					

	1989-90	1988-89	1987-88	1986-87	1985-86
Total Teachers Employed in the State		27,367	26,930	26,214	25,610
Newly Hired Teachers in Each Year		N/A	N/A	681	N/A

MISSOURI

Number of Teaching Licenses Issued

	1989	1988	1987	1986	1985
Persons who completed an approved college teacher preparation program	3,200	2,750	2,400	2,175	2,200
Internship program					
Emergency					
Temporary					
Alternative Route	New				
Other					

	1989-90	1988-89	1987-88	1986-87	1985-86
Total Teachers Employed in the State		50,693	49,874	48,875	48,115
Newly Hired Teachers in Each Year		2,275	2,066	1,819	1,978

MONTANA

Number of Teaching Licenses Issued

	1989	1988	1987	1986	1985
Persons who completed an approved college teacher preparation program	State not able to provide any data				
Internship program					
Emergency					
Temporary					
Alternative Route					
Other					

	1989-90	1988-89	1987-88	1986-87	9885-86
Total Teachers Employed in the State	10,258*	9,584	9,659	9,820	9,706
Newly Hired Teachers in Each Year		NA	NA	NA	NA

* According to a state official: "This number may include some duplicate assignments, so it may be a little inflated."

NEBRASKA

Number of Teaching Licenses Issued

	1989	1988	1987	1986	1985
Persons who completed an approved college teacher preparation program	The state said it has no record of these data				
Internship program					
Emergency					
Temporary					
Alternative Route					
Other*					

	1989-90	1988-89	1987-88	1986-87	1985-86
Total Teachers Employed in the State		17,896	17,614	17,652	17,574
Newly Hired Teachers in Each Year		855	767	N/A	N/A

NEVADA

Number of Teaching Licenses Issued

	1989	1988	1987	1986	1985
Persons who completed an approved college teacher preparation program	1,500	1,000	700	N/A	N/A
Internship program					
Emergency					
Temporary					
Alternative Route					

	1989-90	1988-89	1987-88	1986-87	1985-86
Total Teachers Employed in the State		8,699	8,348	7,908	7,751
Newly Hired Teachers in Each Year		N/A	N/A	N/A	N/A

NEW HAMPSHIRE

Number of Teaching Licenses Issued

	1989	1988	1987	1986	1985
Persons who completed an approved college teacher preparation program	2,031	2,092	1,645	N/A	N/A
Internship program					
Emergency	72	132	114	N/A	N/A
Temporary					
Alternative Route *	292	381	356	N/A	N/A
Other -- Alternative #4 Professional Development Plan	196	214	152	N/A	N/A

* Totals for Alternate Route include persons certified after completing written or verbal tests and persons who were licensed under an interstate agreement after completing an approved teacher education program in another state.
Note: The state installed a new computer system in 1986. Data for previous years is not available.

	1989-90	1988-89	1987-88	1986-87	1985-86
Total Teachers Employed in the State		10,442	10,363	10,300	10,251
Newly Hired Teachers in Each Year		N/A	956	N/A	N/A

NEW JERSEY

Number of Teaching Licenses Issued

	1989	1988	1987	1986	1985
Persons who completed an approved college teacher preparation program	3,538	2,585	2,988	2,939	N/A
Internship program					
Emergency	0	0	0	0	0
Temporary					
Alternative Route*					
Provisional	511	349	312	188	110
Regular	474	397	148	106	
Other	0	0	0	0	0

* The first row of numbers are the numbers of provisional certificates issued to persons when they began the alternative program; the second row of numbers are the numbers of regular certificates issued in each year to persons who entered the alternative program under provisional certification in any prior year.

	1989-90	1988-89	1987-88	1986-87	9885-86
Total Teachers Employed in the State	67,433	60,530	59,928	63,557	62,714
Newly Hired Teachers in Each Year	2,714	2,200	2,200	2,000	2,000

NEW MEXICO

Number of Teaching Licenses Issued

	1989	1988	1987	1986	1985
Persons who completed an approved college teacher preparation program	1,500				
Internship program					
Emergency	N/A	1,373	524	826	616
Temporary					
Alternative Route	N/A	9			

	1989-90	1988-89	1987-88	1986-87	1985-86
Total Teachers Employed in the State		15,669	15,175	14,597	14,693
Newly Hired Teachers in Each Year		667	552	N/A	N/A

NEW YORK

Number of Teaching Licenses Issued

	1989	1988	1987	1986	1985
Persons who completed an approved college teacher preparation program	7,655*	7,487	7,556	6,820	6,081
Internship program					
Emergency Temporary	1,500*	1,599	1,567	739	865
Alternative Route	N/A	N/A	N/A	N/A	N/A
Other -- Transcript evaluation	8,088*	8,260	7,928	6,716	5,261

* Figures as of Jan. 2, 1990 -- not final for 1989.

Note: All state figures are for Certificates of Qualification, the first credential issued to an individual, and do not include Provisional or Permanent Certificates issued. In addition, the state may backdate credentials from one year to another for various reasons.

	1989-90	1988-89	1987-88	1986-87	1985-86
Total Teachers Employed in the State	172,400	174,216	171,521	174,471	173,393
Newly Hired Teachers in Each Year	4,732	5,652	4,888	4,735	5,233

NORTH CAROLINA

Number of Teaching Licenses Issued

	1989	1988	1987	1986	1985
Persons who completed an approved college teacher preparation program	2,509*	2,143*	2,090*	3,034*	2,135*
Internship program					
Emergency					
Temporary					
Alternative Route	540	N/A	140	140	

* Graduates of approved programs in North Carolina IHEs; fiscal years.

	1989-90	1988-89	1987-88	1986-87	1985-86
Total Teachers Employed in the State		61,790	59,718	58,063	57,638
Newly Hired Teachers in Each Year		2,893	2,225	N/A	1,178

NORTH DAKOTA

Number of Teaching Licenses Issued

	1989	1988	1987	1986	1985
Persons who completed an approved college teacher preparation program	1,050	1,000	1,000	950	700
Internship program					
Emergency	5	2	4	5	4
Temporary					
Alternative Route					
Other					

	1989-90	1988-89	1987-88	1986-87	1985-86
Total Teachers Employed in the State	8,707	8,666	8,594	8,697	8,837
Newly Hired Teachers in Each Year	266	282	271	232	251

OHIO

Number of Teaching Certificates Issued

	1989	1988	1987	1986	1985
Persons who completed an approved college teacher preparation program	7,300	6,600	5,850	5,300	5,400
Internship Certification program					
Emergency					
Temporary					
Alternative Route	New				
Other					

	1989-90	1988-89	1987-88	1986-87	1985-86
Total Teachers Employed in the State		100,829	99,641	98,894	98,274
Newly Hired Teachers in Each Year			6,703	6,970	7,343

OKLAHOMA

Number of Teaching Licenses Issued

	1989	1988	1987	1986	1985
Persons who completed an approved college teacher preparation program	22,510	21,883	18,934	24,453	19,418
Internship program					
Emergency	231	398	373	501	633
Temporary					
Alternative Route*	1	2	3		
Other					

* The "older" alternative route -- Emergency and Provisional Certificates. The new Alternate Plan was just passed by the Legislature April, 1990

	1989-90	1988-89	1987-88	1986-87	1985-86
Total Teachers Employed in the State		34,707	34,515	39,708	40,889
Newly Hired Teachers in Each Year		N/A	N/A	N/A	1,850

OREGON

Number of Teaching Licenses Issued

	1989	1988	1987	1986	1985
Persons who completed an approved college teacher preparation program	4,000	3,750	3,500	3,000	2,500
Internship program					
Emergency*	100	100	100	0	0
Temporary**	250	250	250	250	200
Alternative Route	1	2	0	0	0

* Issued second and third years of misassignment. Proper endorsement must be attained in three years.
* Applicants lacking basic skills test only.

	1989-90	1988-89	1987-88	1986-87	1985-86
Total Teachers Employed in the State		25,147	24,912	24,615	24,604
Newly Hired Teachers in Each Year		840	850	910	878

PENNSYLVANIA

Number of Teaching Licenses Issued

	1989	1988	1987	1986	1985
Persons who completed an approved college teacher preparation program	N/A	6,009	8,397	7,726	7,132
Internship program					
Emergency	2,682	4,522	3,429	2,935	3,135
Temporary					
Alternative Route	1,198 intern certificates issued since 1982				

	1989-90	1988-89	1987-88	1986-87	1985-86
Total Teachers Employed in the State		104,379	103,307	102,986	101,665
Newly Hired Teachers in Each Year		2,6000	2,480	1,800	1,800

RHODE ISLAND

Number of Teaching Licenses Issued

	1989	1988	1987	1986	1985
Persons who completed an approved college teacher preparation program	State provided no data				
Internship program					
Emergency					
Temporary					
Alternative Route					
Other					

	1989-90	1988-89	1987-88	1986-87	1985-86
Total Teachers Employed in the State		8,931	8,947	8,740	8,755
Newly Hired Teachers in Each Year		N/A	N/A	N/A	N/A

SOUTH CAROLINA

Number of Teaching Licenses Issued

	1989	1988	1987	1986	1985
Persons who completed an approved college teacher preparation program	3,386	3,173	3,319	3,576	3,018
Internship program					
Emergency					
Temporary					
Alternative Route	38	35	60	135	62
Other - Transcript Analysis	169	194	211	180	135

	1989-90	1988-89	1987-88	1986-87	9885-86
Total Teachers Employed in the State		35,877	35,701	34,677	34,458
Newly Hired Teachers in Each Year		NA	800	NA	NA

SOUTH DAKOTA

Number of Teaching Licenses Issued

	1989	1988	1987	1986	1985
Persons who completed an approved college teacher preparation program	1,100	1,100	1,100	1,100	1,100
Internship program					
Emergency					
Temporary					
Alternative Route				10-20*	
Other - Associate Instructor**		400	400		

* The state piloted an alternate route in 1985, but was it subsequently dropped as unneeded. It allowed the hiring of an individual who had not completed an approved teacher education program, only if he/she had already found a local school district which was willing to employ him/her and the district was otherwise unable to fill the teaching position. A state official estimated that of the 10-20 persons who went through the pilot program, "three, at most are still teaching."

** The state's One-Year Associate Instructor Program -- which has since been repealed -- offered a credential to persons who had completed a teacher education program, but had not been certified, or had completed less than one year of full-time teaching experience.

	1989-90	1988-89	1987-88	1986-87	1985-86
Total Teachers Employed in the State		8,235	8,338	8,002	8,152
Newly Hired Teachers in Each Year		409	385	334	471

TENNESSEE

Number of Teaching Licenses Issued

	1989	1988	1987	1986	1985
Persons who completed an approved college teacher preparation program	11,630*	11,636*			
Internship program					
Emergency					
Temporary					
Alternative Route					

* Total which includes all new licenses and certificates issued, including career ladder, vocational trade shop, out-of-state, Interim Probationary License Types A and B, as well as persons who have completed an approved teacher education progra.

	1989-90	1988-89	1987-88	1986-87	1985-86
Total Teachers Employed in the State		43,330	42,660	41,483	41,103
Newly Hired Teachers in Each Year		10,000	9,625	9,632	9,400

TEXAS

Number of Teaching Licenses Issued

	1989	1988	1987	1986	1985
Persons who completed an approved college teacher preparation program	5,389	3,902	4,922	5,751	7,651
Internship program					
Emergency	3,275	2,304	2,033	2,323	2,164
Temporary					
Alternative Route	1,032	793	575	--	--
Other					

	1989-90	1988-89	1987-88	1986-87	1985-86
Total Teachers Employed in the State		191,737	187,974	182,286	180,827
Newly Hired Teachers in Each Year		10,000	9,625	9,632	9,400

UTAH

Number of Teaching Licenses Issued

	1989	1988	1987	1986	1985
Persons who completed an approved college teacher preparation program	2,066	2,107	1,870	1,985	2,161
Internship program					
Emergency (includes Letters of Authorization)	611*	313	312	171	215
Temporary					
Alternative Route					
Other					

* Note by the state official completing survey: "Utah required subject specific certification in 1989 (first year). This is why the number is high."

	1989-90	1988-89	1987-88	1986-87	1985-86
Total Teachers Employed in the State		18,456	17,603	18,653	17,076
Newly Hired Teachers in Each Year		1,015	1,304	N/A	1,148

VERMONT

Number of Teaching Licenses Issued

	1989	1988	1987	1986	1985
Persons who completed an approved college teacher preparation program	550	487	360	397	303
Internship program					
Emergency					
Temporary					
Alternative Route	~20	~20	~20	~20	~20
Other -- Transcript analysis	~25	~25	~25	~25	~25
Waiver *	73	64	55	48	16

* Includes those who were already certified and were given waivers for second subject area endorsements. From Aug. 1983 to June 1989, 269 waivers were issued -- of these 166 went to persons who already had a teaching license and were seeking an additional endorsement. In some cases, waivers are for part-time teaching, enabling a person to teach a certain number of hours or enabling a full-time, licensed teacher to teach a limited number of hours in an additional specialty. As of May 25, 1990, the state had issued 90 waivers for the year -- of these 60 were to licensed teachers; one-third of them for special education, half for part-time teaching of a subject.

	1989-90	1988-89	1987-88	1986-87	9885-86
Total Teachers Employed in the State		6,700	6,656	6,460*	6,397
Newly Hired Teachers in Each Year		N/A	N/A	N/A	N/A

* estimate by American Federation of Teachers

VIRGINIA

Number of Teaching Licenses Issued

	1989	1988	1987	1986	1985
Persons who completed an approved college teacher preparation program	228*	230	290	371	N/A
Internship program					
Emergency					
Temporary					
Alternative Route	645	458	314		

* This figure is only those issued to graduate's of Virginia IHEs. A state official said 56 percent of their teachers come from out-of-state.

	1989-90	1988-89	1987-88	1986-87	9885-86
Total Teachers Employed in the State	67,433	60,530	59,928	63,557	62,714
Newly Hired Teachers in Each Year	2,714	2,200	2,200	2,000	2,000

WASHINGTON

Number of Teaching Licenses Issued

	1989	1988	1987	1986	1985
Persons who completed an approved college teacher preparation program	2,544	2,596	2,081	2,246	2,194
Internship program	--	--	--	--	--
Emergency	6	38	31	73	79
Temporary					
Alternative Route					
Other	383	414	398	415	382

	1989-90	1988-89	1987-88	1986-87	1985-86
Total Teachers Employed in the State		38,827	37,949	37,118	36,200
Newly Hired Teachers in Each Year		439	369	1,050	959

WEST VIRGINIA

Number of Teaching Licenses Issued

	1989	1988	1987	1986	1985
Persons who completed an approved college teacher preparation program	N/A	1,499	1,912	N/A	1,338
Internship program					
Emergency Temporary	1,365	1,404	1,330	1,441	1,324
Alternative Route					
Other					

	1989-90	1988-89	1987-88	1986-87	1985-86
Total Teachers Employed in the State	21,653*	22,177	22,702	22,931	22,733
Newly Hired Teachers in Each Year	2,168	1,400	1,274	1,817	1,608

* K-12 only.

WISCONSIN

Number of Teaching Licenses Issued

	1989	1988	1987	1986	1985
Persons who completed an approved college teacher preparation program	8,066	7,613	7,280	7,089	9,203
Internship program					
Emergency	110	93	117	108	86
Temporary					
Alternative Route					
Other					

	1989-90	1988-89	1987-88	1986-87	1985-86
Total Teachers Employed in the State		48,541	47,721	47,039	46,503
Newly Hired Teachers in Each Year		1,688	1,584	1,563	1,403

WYOMING

Number of Teaching Licenses Issued

	1989	1988	1987	1986	1985
Persons who completed an approved college teacher preparation program	3,637	3,595	4,168	3,600	
Internship program					
Emergency	0	0	0	0	0
Temporary					
Alternative Route					
Other					

	1989-90	1988-89	1987-88	1986-87	1985-86
Total Teachers Employed in the State		6,705	6,698	6,273	6,307
Newly Hired Teachers in Each Year		N/A	N/A	N/A	N/A

SUMMARY AND HIGHLIGHTS

Alternative teacher certification is not only a much debated topic but is also the center of much activity in American education.

The National Center for Education Information (NCEI) has been asking the state directors of teacher education and certification about their status regarding alternatives to the traditional college approved teacher education program route to certification since 1983. In that year, eight states said they were "implementing alternatives." When we asked the question in January 1990, 33 states reported they were implementing alternatives.

By late May 1990, when each state was asked to review what NCEI was going to publish on the basis of the information the state had provided, officials in one state changed their minds and said their state really didn't have an alternate route. Some states indicated the programs for which they had sent us descriptions just a few months earlier were obsolete. And, most surprising of all, some states sent descriptions of alternative routes that have been designed since January 1990.

Asking states if they have an "alternative route" for certifying teachers has, in the past, proven not to reveal reliable information about whether or not the state has a program designed for adults who already have at least a bachelor's degree and want to obtain a license to teach.

Because of the difficulties associated with collecting accurate information in the past, NCEI decided this year to obtain from each state actual descriptions of their programs. We asked each state, not only to respond to the item concerning their status regarding alternatives to the approved program route for certifying teachers, but also to send us two things:

- Whatever it sends to an individual who has a bachelor's degree -- but has not completed an approved teacher education program -- and asked how he or she could become certified to teach; and

- descriptions of their teacher licensing programs for such persons.

NCEI received documents from every state, except Rhode Island. Numerous follow-up calls and written clarifications enabled us to obtain a description of the certification routes each state has for persons who already have at least a bachelor's degree and want to teach. Analyses of these documents led us to develop the outline used in this report to describe each program in each state.

HIGHLIGHTS OF THE STUDY

- Very few states in this nation have designed a program specifically to meet the demand created by the new and growing market of adults who already have at least a bachelor's degree and want to obtain a license to teach.

- About a third of the states that say they are implementing an alternative teacher certification route have tied alternative teacher certification to teacher shortages, that is, the alternative program is available only if a traditionally certified teacher cannot be found. Since shortages of teachers have not materialized in anywhere near the numbers forecast a few years ago, many of these programs have turned out few, if any, alternatively certified teachers.

- Several states that say they are <u>not</u> implementing an alternative route actually have certification routes available for adults who already have at least a bachelor's degree that look very much like the programs other states call an "alternative route." In fact, many of the descriptions of alternate routes in the states that say they have one, look very similar to emergency routes in other states.

- There is considerable similarity in the "requirements to enter" for alternative route programs and for other programs offered in all the states. Basically, if one has a bachelor's degree, at least a C+ college grade average, has passed a basic skills test, and often a subject specialty area test, one is eligible in almost every state to enter some type of certification program other than going back to college and completing a traditional college approved teacher education program before becoming certified to teach.

- The real variations among certification routes show up in what happens from the time one enters a program to the time one is granted a regular teaching certificate -- and the variations are enormous -- from granting full certification based on transcript and resume analysis to requiring that a person complete a traditional approved college teacher preparation program over time.

- Some states that say they have alternative route programs require that a candidate obtain a teaching job -- or at least a commitment from a school district that he or she will be hired -- in order to start the program. Most of these states allow the person to begin teaching full-time without a day of prior training or any kind of formal preparation.

- Several states issue the candidate some type of temporary or provisional certificate that allows him or her to get a teaching job, begin teaching right away, as long as he or she enrolls in a college of education that has an approved teacher education program and finishes all the requirements of a regular college approved teacher education program over time. The amount of time states allow a person to finish all such course requirements varies, but most states issue one-year temporary certificates which can be renewed as long as the candidate completes at least six semester hours of coursework per year. The total number of semester hours that must be completed in such arrangements also varies. The average is 18 semester hours of professional education courses on a college campus. Often the student teaching requirement is waived in lieu of demonstration of "successful" teaching experience.

- Still other states that report they are implementing an alternative teacher certification route and require that a candidate get a teaching job -- or at least commitment to be hired -- also allow the person to be hired as a full-time teacher but stipulate that they go through a specially designed professional education and training program. Again, there are tremendous variations in these types of programs. In some, the new teachers are assigned mentors; in others, they are not. In some, the formal courses they take are offered by a college of education; in others, by the school district; in still others, by a combination of college, school district and even business. The amount of "coursework" varies and is defined differently in different states.

- Some states that report they are implementing alternative teacher certification routes have, in fact, allowed the institutions of higher education in their state to design alternative programs within the university. Others have given the universities very specific guidelines to use in the development of such alternative programs; others have allowed their institutions of higher education considerable leeway in the design of alternatives to their traditional teacher education programs.

- A few states use what they call "transcript analysis" as an alternative route, that is, they analyze an applicant's transcript and, in some cases, resume, and decide whether or not the person is qualified to become certified to teach or what specifically one needs to do in order to become fully certified.

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